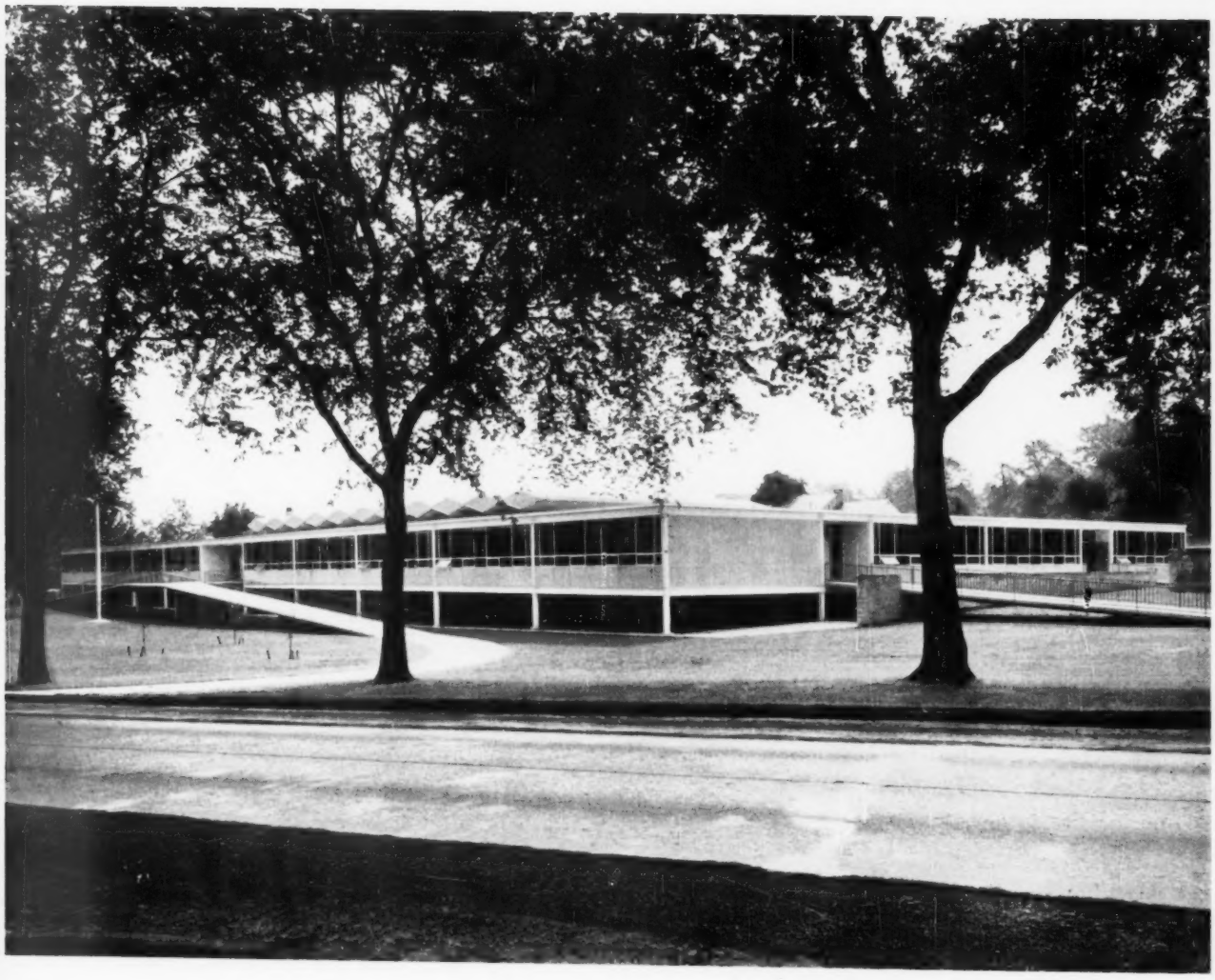

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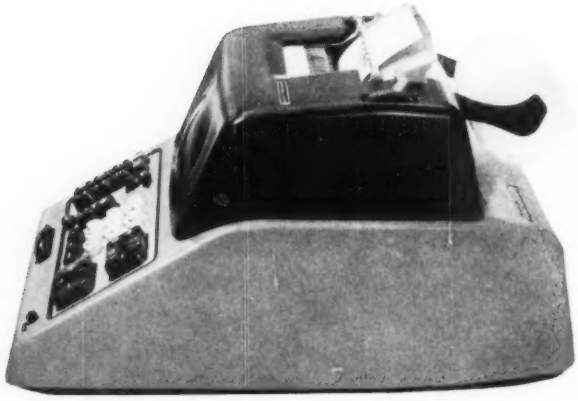

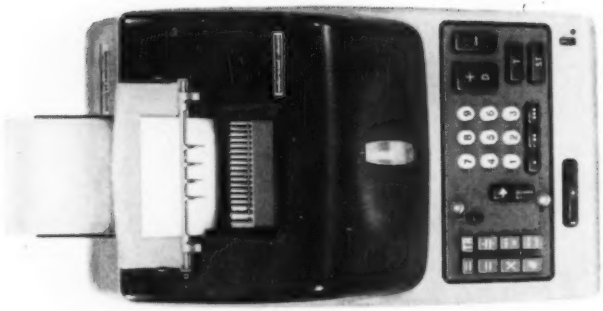

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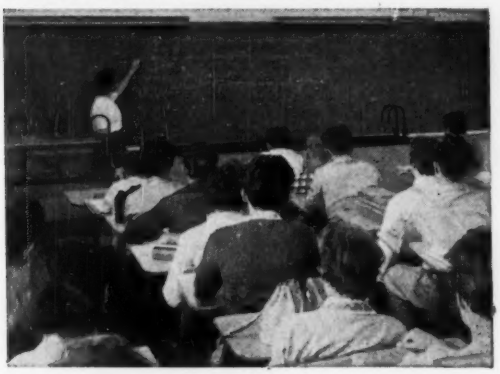

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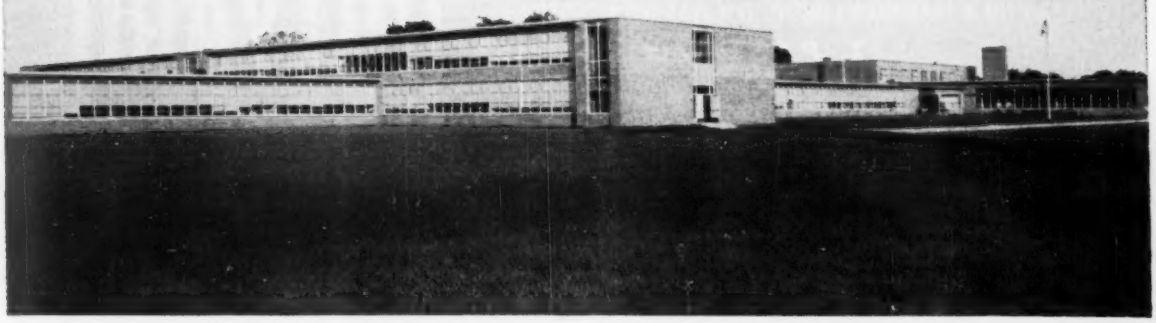

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An Index to Volume 143, July to December, 1961, has been prepared. For your free copy, address a post card to Bruce — Milwaukee, P.O. Box 2068, Milwaukee 1, Wis., asking for index 143 of The School Board Journal.

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Council on Schoolhouse Construction Discusses Emerging Education

A thought-provoking program that reflected the best current thinking of the influence on schoolhouse construction wielded by emerging elementary and secondary educational programs, was presented to the 39th annual meeting of the National Council on Schoolhouse Construction, Atlanta, Ga., October 3 to 6.

Dr. Shirley Cooper, assistant secretary of the AASA, laid the basis of the week's work with a discussion of current movements in elementary and secondary education, tied to a plea for acceptance of the demands for higher standards of scholarship and broader understanding of vocational needs, better political and economic education, and physical and mental fitness and health. The job of the educational school planner is to realize the changes which are under way in educational organization and teaching method, and to provide for them so far as economically possible. On Wednesday morning, Supt. Jim Cherry of the DeKalb County Schools, Atlanta, Ga., led the discussion into the consideration of current changes in the elementary school program. New buildings are needed he said, because of the growth and the shift in population and the requirements for more space in the individual classrooms, shops, etc. The panel discussion brought out differences of opinion on the self-contained classroom, favored by most of the speakers, as against early departmentalization in the grades, and the planning of special rooms for music, art, etc. On Thursday morning, Prof. Richard Featherstone of Michigan State University, reviewed the several special programs for improving secondary education — the St. Louis, Pueblo, Portland, Gary, Oswego, and other programs — which were current between 1896 and 1960. Comparatively minor changes in the plan of buildings resulted from these plans; new methods of teaching reading, science, industrial arts, etc., and the movement for smaller classes have been the true influences at work. Prof. James L. Wattenbarger, Tallahassee, Fla., urged consideration of the problems of planning junior colleges, institutions which are growing at a rate which reflects the rising entrance rate of from 37 to 50 per cent of high school graduates.

At the Monday afternoon session, Dr. Kenneth A. Christensen, director of television education, University of Florida, raised a number of questions about the newer types of educational television and urged the adaptation of classrooms and larger instructional areas to the locally available programs. Architect John A. S. Fornora, Atlanta, illustrated his discussion with projected classroom layouts suitable to broadcasts for science, mathematics, and other subjects. Both speakers urged greater flexibility in rooms and equipment.

James L. Taylor, U. S. Office of Education, Washington, D. C., was elected president of the National Council on Schoolhouse Construction for 1962.

On Friday morning, the handful of members who heard Dr. W. D. McClurkin, Nashville, summarize the high spots of the convention, were treated to a frank evaluation of the several papers and discussions. Dr. McClurkin pointed to the confusion in the use of television and the utter superficiality in the recommendations for the use of school buildings as fallout shelters. Some of the speakers were riding hobby horses, and there was no sound research to justify the recommendations for some of the changes in educational practice and school planning, e.g., windowless class rooms. All in all, he concluded, the meeting was one of the best in the history of the Association in its discussion of timely topics. It did not go into the problems thoroughly enough.

The business of the Council was handled with expediency. The officers elected for 1962 are:

President — James L. Taylor, U. S. Office of Education, Washington, D. C.

Vice-President — James L. Reid, Supervisor of School Plant, Baltimore, Md.

Secretary-Treasurer — Floyd G. Parker, Michigan State University, East Lansing, Mich.

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New Member of Executive Committee — A. L. Beck, Butler's Cove, Olympia, Wash.

The 1962 convention will be held in Denver, Colo.; the 1963 meeting, in the New York City area.

The School Plant Research and Publication Committee, which lost its chairman, A. E. Wohlers, announced through its new chairman, R. F. Tonigan, New York City, that the rewrite committee headed by Dr. S. J. Knezevich, will complete the work of rewriting the "Guide" of 1962, so that the new book will be available about the time of the Denver meeting. The report of the School Lighting Joint Task Committee, headed by Charles D. Gibson, Sacramento, Calif., is to be completed definitely by the end of this year and is expected to be printed in the spring of 1962. The report has been accepted by the Task Committees of A.I.A. and I.E.S., and will shortly be recommended to the American Standards Association. The document is expected to accept in full the viewpoint of the N.C.S.C., that good school lighting must be based on quality of light more than quantity and that the successful solution of the lighting problem in any situation must take into account the spatial, thermal, audio, and aesthetic conditions.

The local committee, headed by Dr. Allen C. Smith, provided ideal hospitality and good weather and tours to significant new school plants in Cook, DeKalb, and Fulton counties. The attendance exceeded 150 active members.

The ASBO in Toronto

The 47th annual convention of the Association of School Business Officials of the United States and Canada, which met October 7 to 12 in the Royal York Hotel in Toronto, was attended by more than 2400 delegates, the largest attendance of business officials ever to assemble in Canada. The meeting and exhibit was keyed around the theme, "School Business Management Meet the Challenge of the Sixties."

During the meetings, the conveners heard:

1. A keynote address at the first general session by the Honorable Lester Bowles Pearson, leader of the Queen's Loyal Opposition, ex-chairman of the United Nation's Security Council, and winner of the Nobel Peace Prize, who stressed that not only is the importance of education remaining fundamental but that education is becoming more necessary and important every day in our age of modern technology. "If education means, as it should, the creation of trained, balanced minds — the development of the capacity to exercise sober, unprejudiced judgment — then there is more need for it than ever in a world which is a compound of crisis, fear, frustration, and hostility," Mr. Pearson stated; he concluded that ASBO delegates were involved in the most important business in the world — education.

(Concluded on page 38)

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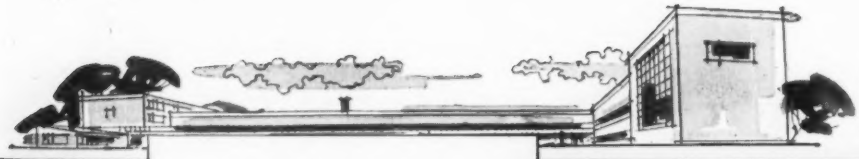

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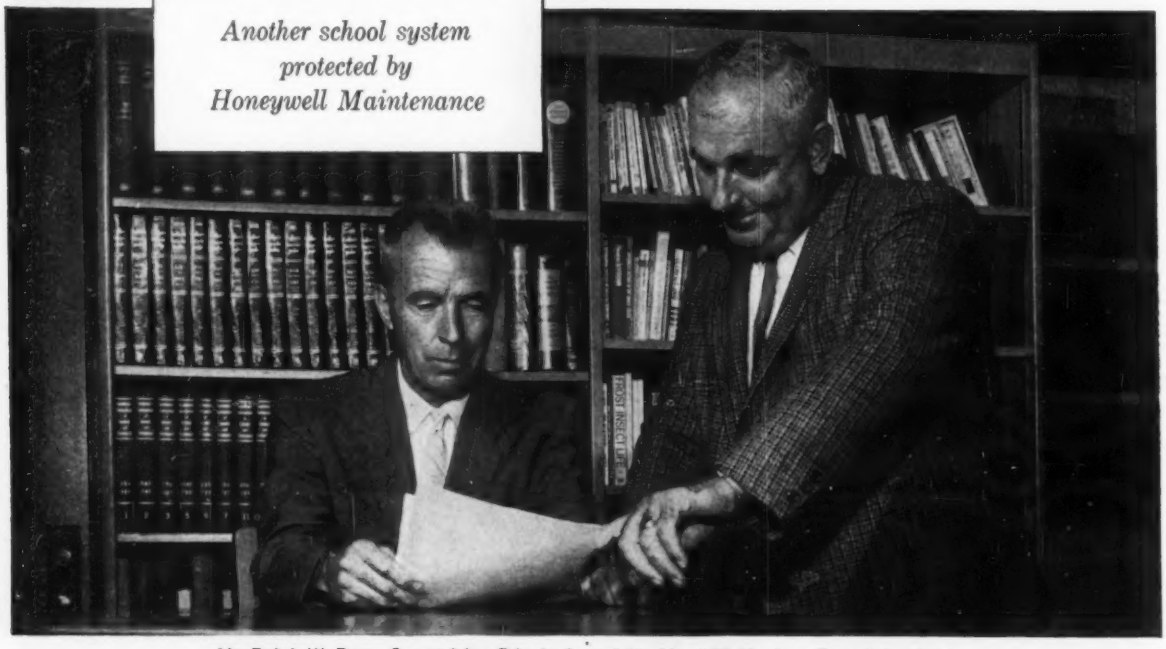

Mr. Ralph W. Perry, Supervising Principal, and Mr. Lloyd W. Hughes, Superintendent of Buildings and Grounds, New Hartford Central School, New Hartford, New York.

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The American School Board Journal
December, 1961

The Merit Theme With Variations

WALTER H. HELLMANN

Mr. Hellmann is assistant superintendent of schools, Fairfield, Conn.

Offering a variety of merit plans, then permitting the individual teacher to select the one best suiting his particular interest and ability, is advised in this article.

The demand for some form of recognition of teaching efficiency in relation to teachers' salaries still persists despite the opposition of teachers and their professional associations to merit plans. The demand seems to be especially strong in suburban communities where teacher salaries are now approaching those of middle management and of the average professional and technical worker.

One of the major criticisms which can be made of most of the current merit reward proposals is that they tend to treat all teachers alike in so far as the operation of a particular plan is concerned. This violates the principle of individual differences which should apply to teachers as well as to pupils, since this principle is the keystone of our value system.

Another criticism is that merit reward assumes that financial reward is the chief incentive for performance of high quality. Research, particularly in industry, has shown that given an adequate income, there are other factors much stronger than financial rewards which encourage better performance. Some of these are opportunity to make significant decisions in respect to one's work, work which is challenging and interesting and successful performance.

It seems only sensible that the schools should profit by industry's research and experience and that they should try to adapt some of those findings to incentives for better teaching.

A Variety of Merit Plans

Why not offer teachers a variety of merit plans and let the individual teacher select the one which best suits his interest and ability?

For example the "eager beavers" who want to advance rapidly on the salary scale and are willing to run the risks of subjective evaluation, should be given the opportunity of the traditional merit appraisal and salary reward.

Others, who are somewhat apprehensive about performance rating but who are interested in teaching in as a full time professional career, could be selected on the basis of good classroom performance plus special ability and training in curriculum development and in the preparation of instructional materials and a record of active professional development work in the system. Teachers are often selected for administrative posts on a general evaluation of their classroom performance plus special training in administration and supervision and personal ability.

These career teachers would work on an eleven month schedule and would be paid accordingly. As an alternative to curriculum and instructional material development some might teach summer school with an emphasis on experimental approaches.

These career teachers would also serve throughout the school year as the key members of teacher inservice study groups.

Periodic opportunity would be provided for the career teacher to do additional study either during the summer or on a sabbatical plan. In either case, the teacher's salary would be paid during this period and some of the expense of his study might be underwritten by the board of education.

The Professional Specialist

Another category might be the "professional specialist." Here again, selection would be made on the basis of good classroom performance plus specialized ability and personality. The work of this classification would be similar to that of the college professor with reduced teaching assignment plus emphasis on research or advanced study. Every school system should have one or more teachers who are really expert in a particular subject area. These specialists would teach a limited number of advanced classes in their subject area and would serve as resource people for other teachers in that subject field. They also would be employed on an eleven months schedule.

In schools using the team teaching approach, the "lead" or master teacher would be comparable to the professional specialist.

The opportunity to do significant professional work plus a higher level salary schedule would provide the merit incentive for this category.

For the average teacher, who does a normal job in the classroom but who because of personal inclination or family commitments, does not wish to be involved in any of the above merit plans, a good basic salary schedule would be available. The schedule would contain safeguards such as the withholding of increments if performance is not up to acceptable standards.

If the purpose of a merit scheme is to save money on teachers' salaries, then the above proposals would not be applicable. However, if the purpose is to encourage good teaching and professional growth, then the proposals are designed to meet variations in teacher ability and personality. The straight merit salary plan fails to provide for individual differences in these respects. ■

Dr. Langston and Dr. Collins are both with the state department of education, Santa Fe, New Mexico. Dr. Langston is chief of the administrative services area and Dr. Collins is a consultant in the school plant planning division.

Guesstimating Future School Enrollments

GEORGE J. COLLINS and LaMOINE LANGSTON

Estimating school enrollments aids in planning additions to, or changes in, the school plant, the school curriculum, and the school faculty. Here are guides to aid in the procedure.

Predicting future enrollments in a school district is not the most important function of the educational administrator. Nevertheless, it may well be one of the most important determinants in effecting the future direction and quality of the educational program. The program may improve when more pupils are available to take calculus, advanced physics, Russian, or machine milling, so that the educational offering justifies a financial expenditure; or larger numbers crowded into limited-sized classrooms may regiment the program, limit the number of written assignments a teacher can reasonably correct, and seriously impair the individual attention any one child may receive.

Variables in Predicting

Clearly a dozen or more variables may influence the number of children a district may expect to enter first grade in any given school year. A list of some of the more important variables may be seen in Exhibit I.

EXHIBIT I. List of Important Variables Affecting First-Grade Enrollments

1. Number of births
2. Net migration
   - *a*) Trends in industry
   - *b*) Trends in neighborhoods
   - *c*) Saturation of district
3. Mortality rates
4. Noneducables
5. Private and parochial policies
6. Attraction to other districts
7. School promotional policies
   - *a*) Retention
   - *b*) Acceleration
8. Admission policies
9. Transportation policies
10. Acceptance of nonresidents
11. Changes in boundaries

Probably the most important advice that can be given to a busy administrator unfamiliar with the estimating process is to retain the services of a consultant who may be professionally independent, a university professor, or a staff member of the State Department of Education.

The Essential Records for Estimating

1. *A summary and analysis of a complete school census.* Ideally, this census should be taken annually; however, a census taken every two or three years might suffice. Every child from birth to age eighteen should be included. Sometimes conscientious parental groups have taken a census as a contribution toward community betterment: however, interest not supported by dollars for the labor required usually wanes. Also, neighbors sometimes are reluctant to co-operate with a fellow resident census taker and often justifiably so. Federal funds are available on a matching basis for this purpose.

2. *A record of annual births.* The Health Department, Bureau of Vital Statistics, or local hospitals, are useful agencies when the areas included are coterminous with the school district. However, records are available by residence, and a person familiar with the district could study the records and procure the necessary data for the previous five years.

3. *More and more enrollment records by individual school buildings* are becoming a more efficient way to furnish enrollment estimates. Principals direct the studies and are on top of future growth within their existing attendance areas. In high school a record of course or department enrollments is valuable for determining space needs. A study of the trends in holding power is essential, especially if N.D.E.A. support for guidance programs bolsters our bulging educational losses, which presently evict before high school graduation, four of every ten pupils in the sixth grade.

4. *Studies of private and parochial school enrollments.* The past trends and the plans for new construction should be checked with the clergy and headmasters. The last ten-year record shows an increase in nonpublic school enrollment of 60 per cent of all school-age pupils, and if public school financial neglect and federal control by denial and procrastination continue, private school enrollments can be expected to accelerate.

5. *Net residential-dwelling status.* Included in a study of dwelling status should be the number and location of new housing starts, multiple-dwelling units, and demolitions. There is an old administrator's precaution that new homes indicate new schools if none previously existed in the area.

6. *Records of the greater area.* United States Census Reports indicate the growth trends in the county, state, and national areas which should be used for comparative analysis.

7. *Past, present, and total population forecasts* may be obtained from utility companies, or federal funds may be obtained to predict and plan new municipal growth.

8. *Maps of the district.* Maps of boundaries, major topography, and major traffic arteries should be available. An aerial photograph might be obtained from the U. S. Department of Interior, Air National Guard, or the State Highway Department. School attendance area maps are valuable. A tentative master-plan overlay should also be formulated. A pupil spot map utilizing different colored pins for each grade is important.

A map of all dwelling units should be on hand with an overlay of where new housing permits and subdivisions have been approved. A zoning map accompanying, or adjacent to the dwelling map may be indicative of future developments. By all means the saturation of the land in the district by present zoning laws should be considered and encouraged as wise community interagency planning and co-operation.

Community-School Interco-operation

City, county, and state governmental units should correspond, send liaison members to important meetings, and generally co-operate in developing or in consulting on future plans of the schools.

Utility companies have excellent data which can justify a plateau, decrease, or increase in municipal population. Water supplies and sanitation capacities are two such powerful factors to be considered in future growth predictions. Telephone companies have excellent estimates of future population in any given area, but should be looked upon as slightly optimistic.

The city or town employee charged with the approval of all new building permits is an extremely valuable friend for future school enrollment predictors. An arrangement with city governments, which insures that school districts obtain suitable land for construction before subdivision plans are approved, is a long step toward saving taxpayers countless dollars and is an important factor in the district's ability to provide quality education facilities when and where they are needed.

Birth records can be obtained most efficiently when schools maintain good working relations with hospitals, bureaus of vital statistics, or churches which record all new members.

Business and industrial organizational groups can assist schools by including the superintendent in briefings on all expansion movements of the future.

A little effort is all that is required to start the exchange of data for the best interests of the taxpayer citizens when clergy, headmasters, and the school administrator get together to talk over common problems and future plans.

Finally, a good relationship with federal census takers and school-district census takers is a pathway to better school enrollment predictions.

Predicting School Enrollments

Armed with records, maps, and the assistance of the many citizens listed above, the school administrator or the estimator has the best opportunity to predict school enrollments which will have the closest resemblance to actual realities. Even then it is not a certainty that trends will continue as community history has recorded. With a close ear to the ground, however, the basis for the predicting trends can be adjusted to approach better estimates.

To establish fairly accurate predictions of first grade enrollments an example of the essential data in tabular form is presented in Exhibit II.

EXHIBIT II. Calculating First Grade Enrollments From Births

Year	*Births*	*Net Migration*	*School Year*	*Non-Public School Grade 1*	*Anticipated Grade 1*	*Retained Grade 1*	*Actual Grade 1*
1954	400	200	1959–60	150	450	40	490
1955	425	175	1960–61	150	450	45	495
1956	450	150	1961–62	100	500	45	545
1957	500	100	1962–63	100	500	50	550
1958	525	150	1963–64	125	550	50	600
1959	575	200	1964–65	125	650	55	705
1960	620	100	1965–66	125	595	65	660

If a record of births is not available, a declaration of intent or registration day in early spring can sometimes be utilized, or better still, a census of school-age eligibles for the next fall term may be taken. Each of the above suggestions has limitations that accompany the convenience of using such data, and Exhibit III indicates the more obvious.

EXHIBIT III. Limitations of Assumptions About First-Grade Enrollments

Assumption	*Anticipated Estimates*	*Remarks*
I. First Grade will equal base year	Low in growing districts High in decreasing districts	Not too reliable
II. First Grade increases by same number	Low in growing districts High in decreasing districts	Not too reliable
III. First Grade increases by percentage	High generally if base is low Low generally if base is high	Not too reliable

Grade Predictions — Straight Line

Each grade enrollment for the future can be predicted on the basis of the number of pupils already attending school or by the straight line method. That is, if 300 pupils are in fourth grade, next year 300 pupils will be in fifth grade, the following year 300 pupils will be in sixth grade, and so on, and is illustrated as follows:

EXHIBIT IV. Straight-Line Predicting

Year	*Grade 4*	*Grade 5*	*Grade 6*
1960–61	300		
Estimates	. . . . .		
1961–62		300	
1962–63			300

When district land is saturated with all the dwelling units allowed by zoning laws then this method may be fairly good. However, in expanding districts the estimates are too low, while in decreasing districts the estimates are too high.

Average Numerical Increase

A second method is to increase each grade by the average increase in numbers experienced from a period of three, or more years. This may be illustrated as follows:

EXHIBIT V. Average-Numerical-Increase of Predictions

Year	*Grade 2*	*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*
1957–58	400				
1958–59		400 (0)			
1959–60			450 (50)		
1960–61				490 (40)	
Estimate				45	
1961–62					520

Or more fallaciously

Year	*Grade 3*
1957–58	400
1958–59	400 (0)
1959–60	440 (40)
1960–61	475 (35)
Estimate	
1961–62	500

A constant numerical increase in school age population is the "utopia" for this system of prediction; however, districts increasing faster than the constant number, or those saturated, or those decreasing are misrepresented in the future estimates.

Average Per Cent of Increase

The average per cent of increase is again based on an average of three or more years in the historical school records of enrollment. An example of this is shown in Exhibit VI.

EXHIBIT VI. Average Per Cent of Increase Predictions

Year	*Grade 2*	*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*
1957–58	350				
1958–59		400 (114)			
1959–60			450 (112)		
1960–61				490 (109)	
Estimate					
1961–62					(113 or 112)*

* Using a base 350 pupils and dividing into 490 pupils, a 113 per cent average 3-year increase is obtained; but by adding the three percentages and finding the average only 112 per cent may be found. Take your choice of the two, or the fallacious method of computing for a single grade, and you have inherent errors if the growth is not constant by percentage.

A method which seems to have greater reliability at this writing is one which considers new home permits, saturation of the district, and net migration. From the community data above, reduced, constant or accelerated growth predictions can be calculated. Varying degrees of reduced or accelerated predictions can also be obtained. With data processing many individual factors can be weighted or exaggerated for the sake of estimating what might happen in the future, if such and such takes place and all other factors remain constant. Even with data processing, enrollment predictions are about as accurate as stock market estimates. To follow this reasoning some districts have gone bankrupt and left school buildings standing idle, while too many have accelerated to 50 per cent attendance sessions, or sought sub-standard facilities for their pupils.

Exhibit VII shows the effect on school enrollments if a reduced rate of new home construction is anticipated. As explained before the growth rate could be constant or accelerated, if conditions warrant.

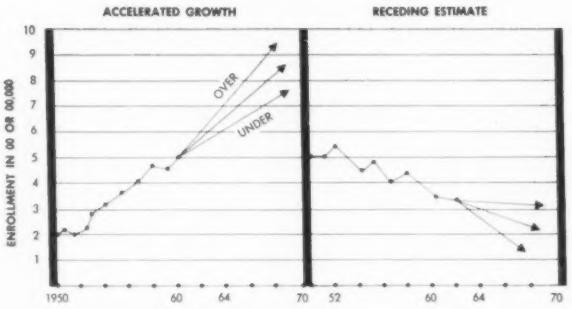
EXHIBIT VII. Reduced New Home Building Rate Estimates*

Year	*Grade 2*	*Grade 3*	*Grade 4*	*Grade 5*
1958–59	200			
1959–60		250 (50)		
1960–61			300 (50)	
Estimate				
1961–62				335 (33)

* One pupil per home in elementary grades is anticipated. The figures in parentheses represent the numbers of homes, or pupils.

Utilizing a five-year plan of predictions and varying growth patterns depending upon social and economic trends, as well as the degree of land saturation and continuity in zoning patterns, a funnel or cone-shaped prediction can be obtained, similar to Exhibit VIII.

EXHIBIT VIII. Historical Pattern and Estimated Pupil Enrollment



The cones are adjusted annually on the basis of actual figures which may be substituted for the estimates, and predictions begin anew, based on the latest trends in the school district.

Individual School Predictions

Individual school predictions are and have been utilized by the better principals in America. The principal generally knows his neighborhood and the socioeconomic developments that are in the process of change. His citizens' groups can easily tabulate the spaces for new dwellings and also notify him when excavation and erection begin. Municipal records are also available to him and to his group. Without question parents can be found to cooperate in carrying out the estimating studies.

If participative democracy is to be exemplified within the structure of the local school, this is an important inroad open to the principal.

In summary, it may be noted that there are many factors which can influence the trends of increase or decrease in school enrollments. All methods take time, effort, and good common sense. Good common sense in predicting school enrollments comes from years of experience in schoolwork, familiarity with the tools of study, and facility with the process of estimating. If the chief school administrator must include pupil estimations as an adjunct to an already busy schedule, and his staff is equally pressured in the primary process of improving the instructional program, then perhaps the wisest district expenditure is for a school consultant. ■

Dr. Hanhila is principal of Carl Hayden High School, Phoenix, Ariz.

Are Double Sessions Students Penalized Academically?

MATT O. HANHILA

A critical study is made of double sessions which have been in effect in a large Phoenix, Ariz., high school for three years.

The writer is principal of a large high school in a fast growing area of Phoenix, Ariz. Double sessions have been in effect in this high school for three years.

Concern over the educational opportunities for students who attend high school under double sessions prompted the investigation which is reviewed below and entitled, "A Critical Study of Double Sessions in a Large City High School."

The principal part of the investigation was concerned with the gain in academic achievement of students, in the writer's high school, who had been under double sessions for two and one half years compared with similar gains on the part of students of the same grade level in a high school, in the same district, where regular sessions were in effect during the same period of time.

Another area of investigation covered grades earned by students on regular sessions, double sessions, and morning sessions versus afternoon sessions for the same students.

Delinquency Records Checked

Delinquency records of morning session students were compared with the records for afternoon session students. These records were secured from reports made to the school by law enforcement agencies.

Finally, the annoyance of students attending high school on double sessions was compared to the annoyance of students attending high school under regular sessions. An annoyance scale was used as the instrument for this part of the investigation.

The analysis of covariance was the technique used to determine the significance of the differences in achievement gains as shown by Iowa Test of Educational Development scores administered at the beginning and the end of the study. Controls were made on intelligence and previous achievement inasmuch as these were considered to be important variables that needed control.

The analysis of variance was the technique used to determine the significance of the differences in grade point earnings and in the degree of annoyance of the two groups tested.

Chi square was the technique used to test for significance of the differences in juvenile delinquency reports between the two sessions.

Specifically, this study sought to answer the questions repeated below:

1. What effects do double sessions have on the educational achievement of students as shown by a comparison of earned grade points?

Is There a Difference in Achievement?

2. Do students who have been attending high school for two and one half years in a school which had scheduled double sessions during that time show as much gain in achievement as do students of the same grade level who have attended high school in the same district in a school which had a regular schedule?

3. Is there a significant difference in the number of juvenile delinquency reports for students attending a morning session compared to the number of juvenile delinquency reports for students on an afternoon session?

4. Is there a significant difference in the annoyance of students attending school which schedules double sessions compared to the annoyance of students attending a school during regular sessions in a high school in the same district?

Findings: 1. The comparison of grade point totals for students on regular sessions and on double sessions showed that the differences were not significant at the five percent level. When morning session grade point totals were compared to afternoon session totals, the differences were not significant at the five percent level. In comparing the grade point totals earned by students on a morning session to their totals earned on an afternoon session, the differences, again, were not significant at the five percent level.

Educational Development Scores Compared

2. The comparison of gains in Iowa Test of Educational Development scores for the two groups involved in the study showed that the differences were not significant at the five percent level. In only two tests did the difference approach significance but the results did not meet the standard set.

3. When juvenile delinquency reports on morning and afternoon session students were compared, the difference was not significant at the five per cent level.

4. Results found by comparing scores on the annoyance scale showed a significant difference at the five per cent level between the groups tested. The double session students showed a significantly greater difference in the degree of annoyance than did regular students, although the reason was not determined. ■

Should Student Records Be Made Available to Parents?

What constitutes student records and under what circumstances should they, or should they not, be made available to parents was the subject of a study made by an education committee in New York state.

In New York state, a special advisory committee has made a study on the availability of pupil records to parents for the state's commissioner of education, James E. Allen, Jr. The report makes a thorough analysis of what may rightfully be considered "school records" and under what circumstances they should be available to parents. Chairman of the committee which submitted the report and made recommendations was Dr. John H. Fischer, dean, Teachers College, Columbia University, who was formerly superintendent of schools in Baltimore.

The committee has found widespread concern among school people about the effects of a policy which has been interpreted by some as authorizing parents to inspect virtually all types of information the school may have about a pupil.

Some materials, such as scores on certain standardized tests, are relatively meaningless unless interpreted by trained persons. For example, one mother happened to see "I.Q. 61" on her daughter's school record. Terribly upset, she called the school psychologist and said she had been misinformed about her child's intelligence. What she did not realize was that her daughter, who cannot read because of an emotional block, had attained the I.Q. on a test heavily weighted in reading items. The girl's I.Q. on an individually administered test, the Stanford-Binet, was 108. A conference with the psychologist would have helped the mother understand the reason behind the low I.Q. on the first test, and the mother could have been advised to seek therapy for her daughter.

The principal reason for keeping a pupil's school record is to help him succeed in school. When a record procedure fails to meet this test, examination of the record system is called for and suitable revision is in order.

The committee agreed from the outset that the official school record of every child should be available to his parents or his legal guardian, appropriate members of the school staff, and such other persons as might be authorized by specific provision of law or appropriate court order. The critical question has to do with conditions under which records are to be made available to parents. A corollary issue is whether all information in the school having to do with a given pupil is necessarily to be considered his "record."

What Is a School Record?

The record of a public school pupil should include data necessary to identify him and show his school progress, evaluations made of his work by his teachers, his scores on important tests and examinations, reports on any special aptitudes or weaknesses to be taken into account in planning his programs, results of physical examinations and recommendations related to them, information about his vocational and other major interests, and such other data as may be of value in enabling him to obtain the greatest benefit from his educational opportunities.

The school record should include all written information concerning a pupil which is generally available to all staff members working with him.

All items included in the school record should be available to parents, under reasonable conditions and with suitable provision for interpretation by teachers, administrators, guidance specialists, and other qualified staff members.

With the development of guidance, psychological, and medical services in schools, it has become possible to use a variety of procedures and devices, including specialized tests of many kinds, to supplement the teacher's observation and thus better evaluate progress, diagnose difficulties, and illuminate possibilities in boys and girls.

These services yield reports that are more informative than simple classroom grades, but also more difficult to understand and use. For this reason, it is the obligation of the school to give, and of the conscientious parent to seek, well-qualified help in the interpretation of the data and recommendations appearing in the pupil's record.

The responsibility of the school staff members begins not with interpretation of the record but with its compilation. Every item of information placed in a pupil's school record must be justifiable on proper grounds. Factual data (date of birth, names of parents, addresses, etc.) should be obtained from suitably authoritative sources and transcribed with meticulous care. Entries dealing with school placement, marks, and grades should be accurate and complete. Materials related to standardized tests or similar instruments should include the name and form of the test, the date it was given, the examiner's name, scores in adequate detail, and all other items necessary to permit full use of the findings. When opinions are given, they should be clearly identified and signed, with as much supporting evidence supplied as the circumstances permit.

Should School Records Include Everything Known About the Pupil?

No written record can or should be expected to contain everything that

anyone in the school knows or thinks about a particular pupil. It should be recognized that, apart from the school record, the school will often have in its possession other information which is not generally available to all of the staff who work with the pupil. Each staff member who works with a child will usually have in his possession working materials which are not suitable for entry as part of the final report. These may be marks accumulated while the teacher is reaching a balanced judgment of the pupil's strengths, weaknesses, or achievements; or notes kept by a counselor following an interview and preparatory to a firm recommendation for the pupil's further education. Such items are the raw material which in time, and in a more finished form, becomes items suitable for permanent retention. They are not "records." They are not intended to be set down permanently and are not to be made available to the staff generally.

The Use of Background Data

Learning is not a simple process. It involves in addition to mental activity a complex interplay of physical, social, and emotional factors. When a child's school progress is impeded by difficulties in any of these aspects of his development, it is both humane and efficient to use every reasonable means to diagnose his problem and work toward a solution. The full range of specialized knowledge and experience required to give such assistance are not included in the usual professional preparation of a teacher. More and more school systems are therefore adding school psychologists, school social workers, speech therapists, or other specialists to their staffs. Some utilize consulting psychologists and psychiatrists. To ascertain why the pupil reacts as he does, these specialists use a variety of procedures and devices and accumulate many kinds of data, but these materials are not school records.

Whatever the specific reason may be for restricting access to the material, the basic principles involved are the right of the child to be respected in his privacy and the right of the specialist to retain his working data until he is ready to state his findings and offer his recommendations to those who will apply them to the child concerned.

Those findings and recommendations which the specialist designates as having long-term value should be made part of the pupil's record, to accompany him through school, and to serve as a permanent part of the story of his progress. It is this final, carefully considered statement which will be useful in succeeding terms to the teachers and counselors who must know as much as they can about the pupil in order to be fully helpful to him. And it is this material, not incomplete data or tentative views, which should be freely shared and competently discussed with the parents.

The Reports of Co-operating Agencies

To supplement the school's own services, the school staff often finds it desirable to obtain information from child-welfare or family-care work organizations, juvenile courts, hospitals, correctional institutions, or other agencies which have worked with a pupil. Such communications are often confidential and are made available to the school only to assist school staff members to understand the child's background, his history with the agency, and the diagnosis of his problems that has been made by the agency staff.

Except with the express and explicit permission of the agency, such reports should not be given by the school to anyone else. They should not be considered part of the pupil's school record. If, with the agency's approval, a summary of its recommendations is to be made generally available to the school staff, that summary should be entered in the school record. But unless the school is prepared to honor the restrictions prescribed by the agency, it should neither request nor accept its reports, and the agency should refuse to make them available.

Summary and Recommendations

1. The school record includes all the written information about a pupil that is available to all staff members who work with him. Inasmuch as the pupil's record is permanent in nature and available to all members of the school staff, the information it contains should also be available to the pupil's parents. While in most cases an interpretation of the record by appropriate school personnel will be the desirable procedure, the parent has the right to inspect the record if he so desires. In that event, an opportunity should be provided for the parent to see the record in the presence of an appropriate staff member under reasonable conditions which the local school authorities should establish.

2. Information about a child that is confidential, temporary, or technical in nature, and not generally available to all staff members, is not to be considered part of the school record. Such information should not, therefore, be made directly available to parents, but should be used as the basis for interpretive consultation with parents by appropriately qualified staff members.

In accordance with the views expressed, the committee recommended that appropriate communications be issued upon Commissioner Allen's authority to distinguish more clearly (*a*) school records, (*b*) background data which teachers and other staff members use to prepare records, and (*c*) communications which co-operating agencies furnish to inform and advise the school staff.

Such distinctions appear to be possible within present statutory limitations, but if they are not, appropriate corrective steps should be taken to legalize these distinctions for they seem urgently required in order to protect the welfare of the children.

It was also recommended that a manual on school records be prepared. This publication might deal in detail with the characteristics of a good school records system and the ways to design, maintain, and use such records. It might include a discussion of the legal aspects of record keeping; procedures for interpreting and communicating records and other materials; and the responsibilities of teachers, administrators, specialists, and consultants with respect to these matters. The manual might also include a section on the ethical obligations of the professors involved, and the rights of parents, children, and school staff members. Clarification is needed, also, on procedures for selecting, transmitting, and protecting the types of confidential information regularly requested by employers, college admissions officers and others with legitimate interests in particular students. All these matters concern school people and co-operating agencies quite as much as they do parents and pupils. ■

The Role of the Educational

In many instances last year's answers are no longer valid in terms of improving the educational proprogram for our schools. Our major objectives, in the larger sense, may still be quite similar, but educational technology has advanced at such a rapid clip that we are now at the point where progress can be made toward the realization of goals that seemed quite distant only months ago.

The key to progress will be our willingness to go the distance to reexamine current practices, to determine necessary changes, and to apply the accumulated evidence of research to the solution of emerging problems. For example, it is no longer a question of merely requesting more money to do on a larger scale the usual things to meet the student population explosion. Similarly, the knowledge explosion is changing the role of the teacher. No longer is he the source of all knowledge, but rather assumes the function of a resource person who can guide, direct and work on an individual basis with students to meet their special needs — to enable them to realize their full potential in the pursuit of learning.

We must face the fact that some of the things we are now doing are inefficient in light of available know-how. Perhaps our dilemma is due to the situation that we have never really evaluated current practices in terms of current possibilities. It may seem comfortable to continue with familiar practices, but can it be said with validity that the approaches are sound in terms of the established goals? When educational television appeared on the scene, a real effort was made to test, to appraise, and to evaluate this new medium. How many other technological contributions to education have been similarly and promptly treated.

Education of the Communications Specialist

In considering the role of the Educational Communications Specialist, do we really know what to expect of him or what he should be able to do? It is certain that practitioners in the field of educational communications are necessary to reinforce or complement the more narrowly specialized materials and equipment handler. It is an easy out to decide that this new person should take a prescribed list of courses for preparation for such an assignment. However, the indications are that since instructional procedures, learning theory, and classroom methodology are undergoing significant changes, the communications specialist must be conversant with the broad field of education as well as with his specialization in instructional materials and new media.

During the Seventh Lake Okoboji Audio-Visual Leadership Conference, sponsored by the State University of Iowa and the Department of Audio-Visual Instruction, NEA (April 1961), a proposed organization was submitted for discussion purposes to indicate the possible place of this specialist in the hierarchy of school districts, county schools and individual schools (Figure 1). This position would, of course, take many different forms in organizational patterns. The small school might utilize a single person for curriculum direction as well as for communications and instructional materials administration. In large institutions, the Educational Communications Specialist might head up a series of sections or divisions including library, audio visual, ETV, teaching machines, reading laboratories, language laboratories, et cetera.

To the degree dictated by the local circumstances, the Educational Communications Specialist should be prepared to:

1. Be directly involved in curriculum planning.
2. Promote among teachers, administrators, school governing bodies, and school patrons the concept that the use of resource materials is integral to instruction and not an adjunct to be used when time permits.
3. Establish an educational climate suitable for the optimum use of instructional media and materials.
4. Develop new measure for determining the effectiveness of instructional materials in specific applications.
5. Be responsible for evaluating emerging innovations for possible introduction into the learning process and for interpreting and promoting those innovations which can make a significant contribution.
6. Become involved in the development of central classification systems that will permit rapid location of related instructional materials for specific learning situations.
7. Arrange for the acquisition or production of instructional materials which are not readily available but are necessary for the instructional program and provide the incentive, training, and materials for produc-

Communications Specialist

PHILIP LEWIS

Mr. Lewis is director, bureau of instructional materials, Chicago board of education. The opinions and suggestions reported are from participants in the Okoboji conference and do not necessarily represent the official opinions of the sponsoring organizations.

tion by teachers and others.

8. Provide consultation opportunities for all teachers, including teachers-in-training, to secure assistance in the use of new media and materials in their lesson planning.

9. Contribute to the improvement of methods of communication within the profession on matters relative to the emerging practices and innovations, the exchanging of ideas, and the establishing of liaison with outside agencies — the "clearinghouse" idea.

10. Be involved in decision-making activities on such matters as building-planning, classroom design, etc., as they affect the instructional materials program.

11. Assume the leadership responsibility for initiating programs or activities that will bring about needed improvements and innovations.

12. Develop and implement instructional systems involving automation approaches to expedite free flow of information and ideas (communications centers, learning laboratories, random access devices, etc.).

13. Make use of research results.

14. Provide a variety of well-selected instructional materials and equipment, easily accessible for use by teachers and pupils and give encouragement and/or administrative support for the effective use of these materials.

Competencies of the Communications Specialist

In order to be prepared to function effectively in the ways listed above, the Educational Communication Specialist must possess certain competencies. He must:

1. Have a knowledge of curriculum theory and of the dynamics of curriculum change and development.

2. Have a background of successful teaching experience and specialized education to assure a high degree of proficiency as a demonstrator of effective utilization techniques, as a proponent of the best educational methodology, and as one possessing thorough knowledge of the strengths and weaknesses of all types of materials.

3. Be able to communicate ideas clearly and succinctly to professional and lay people through the use of appropriate media.

4. Be able to delegate responsibilities, other than supervision, when a project reaches the level of development where it is a functional operation.

5. Have ability to initiate interaction with his colleagues to explore the possibilities inherent in new ideas or proposals prior to actual experimentation.

6. Be a communicator, interpreter, and promoter of the research results in the field.

7. Have a knowledge of classification and cataloging procedures and the ability to implement them.

8. Be professionally prepared and aggressive enough to acquire that status which will involve him in decision-making activities at high administrative levels.

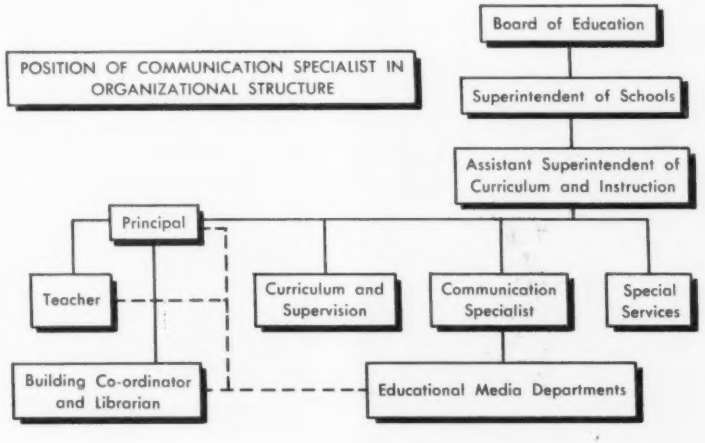
9. Maintain intellectual curiosity and display a willingness to keep abreast of new developments by participating in conferences, conventions, and workshops, by keeping up to date with the literature of the field, and by engaging in the additional training which the new demands of his position make necessary.

10. Have a knowledge of building design and facilities which will permit optimum use of materials and equipment.

11. Be able to work effectively with individuals and with groups.

Although only a few educational systems and institutions have moved in the direction of establishing an organization and position for handling instructional materials and media along the lines proposed, there is great urgency that this movement is accelerated. Here is an opportunity to help streamline teaching and learning — to actually begin to meet the challenge to bring about more learning in less time at a higher level of effectiveness. ■

FIGURE 1



The School Plant

A special education center for the handicapped, located at Reading, Pa., is the subject of one article featured in the SCHOOL PLANT section in the December issue. The center was officially dedicated September 27.

Presented in another article is the construction story of West Carrollton, Ohio, Senior High School. When completed, the three-stage constructed school will employ the "little school" concept. Another construction story is concerned with building an addition to Troy, Mich., High School, which received a special citation from the American Association of School Administrators.

Involving citizens in school planning, its possibilities and the results in two cases in Jefferson County, Colo., is the subject explored by a school superintendent and a school director of research.

Notable New Schools, a regular feature of the magazine, shows six new schools. Also presented are other reports of interest to school administrators and board members.

Mr. Geigle is superintendent of schools, Reading, Pa.

Special Education Center

RALPH C. GEIGLE

and

LORENZO ZEUGNER

Groundbreaking ceremony for the Reading, Pa., Special Education Center took place Oct. 30, 1959, and the completed center for the handicapped was officially dedicated Sept. 27, 1961.

On August 27, 1958, the Reading City School Board moved by resolution to place on the November ballot of that year the proposal to increase the indebtedness of the school district in the amount of $1,300,000.00 to provide funds for a Special Education Center. Thus was put into motion the culmination of a construction project contemplated for many years. The voters of the city endorsed the project in November by a two-thirds majority.

For over 25 years, the school district of the city has carried on a comparatively advanced program for its handicapped children. One school building in the city (the former Girls' High School) was used solely for classes for the handicapped along with other classes scattered in several buildings throughout the city. The success of the program in the single building gave impetus to an envisioned Special Education Center where most of the classes might be conducted. The specialization required for certain types of handi-

capped children suggested certain specific architectural and classroom designs.

Experience taught that a center can be an excellent way of meeting the educational challenge implicit in the training of the complete gamut of the handicapped. There is a dual approach to the program. Operating in the center, it is possible to group pupils in smaller age groups, both chronologically and mentally. The spread of abilities is lessened, facilitating the work of the teacher in making each pupil's neighbor nearer his intellectual and chronological peer. The younger children remain with a program in a self-contained classroom. As they mature, pupils are given one-half day of academic work with one teacher and spend the other half-day in shops, crafts, homemaking, and kindred areas. This we have found to work. In essence, it is an application of practices found in other areas of the school system to the Special Education Program.

The center, occupied in September, 1961, includes facilities for the educable retarded, the trainable but uneducable, the physically delicate and the severely physically handicapped. In an understanding with both the state and the county, the Reading City School District will provide professional services to children outside the city school district on a tuition basis. These additional services will be offered in the field of the severely physically handicapped and for the trainables.

No Stairwells for Pupils

The building is unique in that, for pupil use, there are no stairwells. Movements from one level to another are accomplished entirely by the means of ramps. The center is a one-floor operation. The most up-to-date facilities are provided for the physical comfort of the pupils. The children will be transported to and from the Special Education Center by buses from the various wards of the city. Adequate lighting is provided by arrangement of the rooms around two interior courts. Adequate playground space is also provided for all the children.

The building has been cited as the first construction of its type in the state of Pennsylvania underwritten completely by public tax resources.

The building contains the following facilities:

	No. of Rooms	*Type-Handicap*	*Pupil Capacity*	*Size Floor Space*	*Additionals*
1.	8	Educable retarded	18	850 sq. ft.	Sink Drinking fountain Storage Curriculum materials Teacher's closet Chalk boards Tack boards
2.	2	Trainable but uneducable	16	1000 sq. ft.	(same as No. 1) and in addition special enclosed (cinder block wall 4 ft. high) playground, adjacent to the school and connected to the building by ramp
3.	4	Severely physically handicapped	10	1000 sq. ft.	(same as No. 1) and in addition chalk boards have wood rail and hand holds. Rooms in same end of building as cafeteria.
4.	1	All-purpose shop		1200 sq. ft.	Equipment directed primarily to woodworking
5.	1	Craft shop		1000 sq. ft.	All crafts — weaving, ceramics, etc.
6.	1	Medical-dental unit		700 sq. ft.	Waiting room Nurse's office Examing room Dental office Audio room Rest room
7.	1	Principal's office		250 sq. ft.	Additional toilet area fronted on the corridor side by the general office and reception center — latter the location for public address system
8.	2	Conference rooms		150 sq. ft.	Adjacent to principal's office and fronted on corridor side by general office and reception area
9.	1	Cafeteria	200	1200 sq. ft.	Kitchen adjacent 300 sq. ft. — food storage 200 sq. ft. — equipped with portable hot and cold food units
10.	1	Auditorium		2800 sq. ft.	15 ft. stage depth — permits wheelchair ramp entering back stage from outside corridor 31 ft. stage frontage
11.	1	Gymnasium		2400 sq. ft.	40 ft. by 60 ft. plus storage serve as play area in inclement weather
12.	1	Physical therapy		1700 sq. ft.	Storage area — equipment for corrective exercises Three cubicles for therapy treatment

NOTE: The latter three areas, the Auditorium, Gymnasium, and Physical Therapy room are located in the center of the building, under an elevated sawtooth roof projection. At both ends of the center area are located open patios.

13.	1	Homemaking		1000 sq. ft.	Storage Display cabinet Sewing Cooking Laundry Complete household skill area

	No. of Rooms	Type-Handicap	Pupil Capacity	Size Floor Space	Additionals
14.	1	Speech therapy		400 sq. ft.	Storage An observation room is adjacent — 150 sq. ft. — equipped with one-way vision into the classroom — this is to enable parent observation of techniques Tape recorder in observation room which records all voice activities which take place in speech therapy room
15.	1	Psychological testing		120 sq. ft.	
16.	1	Faculty		690 sq. ft.	Toilets, sink, refrigerator, heating unit, cupboard space, electric cooking unit

NOTE: The toilets are so constructed as to properly permit utilization by physically handicapped children. The toilets are set at various heights and proper bar hold equipment is provided.

There is a 96 ft. by 32 ft. overhead canopy in front of the building for proper conditions for loading and unloading of the children. The canopy covers a drive-in area off the main street.

The triangular site consists of 5.4 acres and is located in a residential-suburban area of the city across the street from a modern 26-room elementary school and within walking distance to the school district owned and operated public museum and art gallery.

The building was designed by Muhlenberg Brothers A.I.A. architectural firm of Wyomissing, Pa.

The building has been heralded as the first such school construction underwritten by public tax resources in Pennsylvania and is considered by some the first such comprehensive facility in the United States.

Board of School Directors
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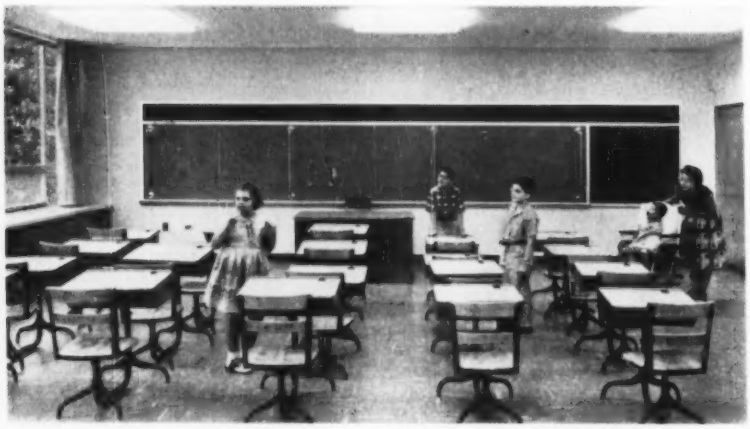
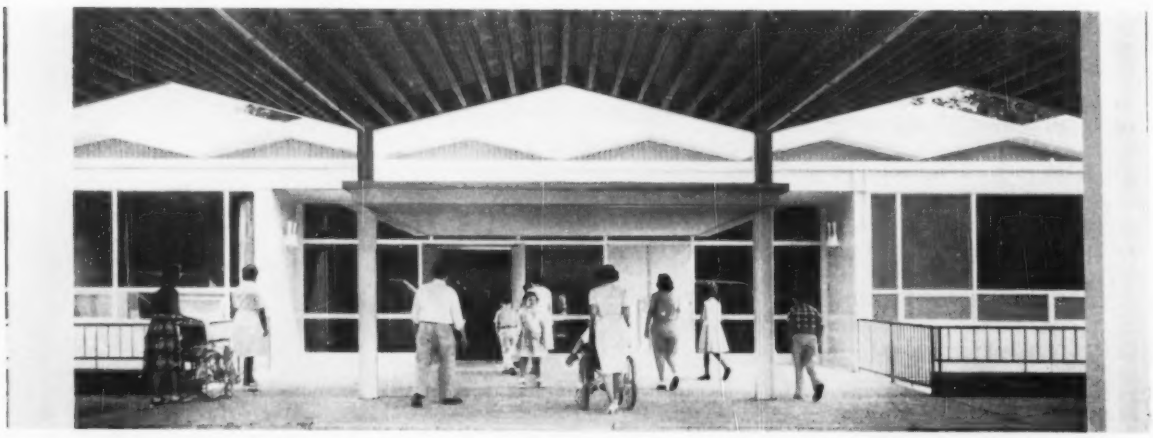


A bright, functional classroom in the special education center at Reading, Pa.

Children in wheelchairs as well as others head for the entrance of the special education center where classes for the handicapped are held.



Harold E. Schnell is superintendent of West Carrollton, Ohio, public schools.

The West Carrollton Senior High School

HAROLD E. SCHNELL

Like many school districts today, the West Carrollton, Ohio, School District is facing problems of expansion and mushrooming growth. The school district is a suburban area of Dayton, and enjoys some of the expanding industrial growth in the area. All this means more people, more children, more schools.

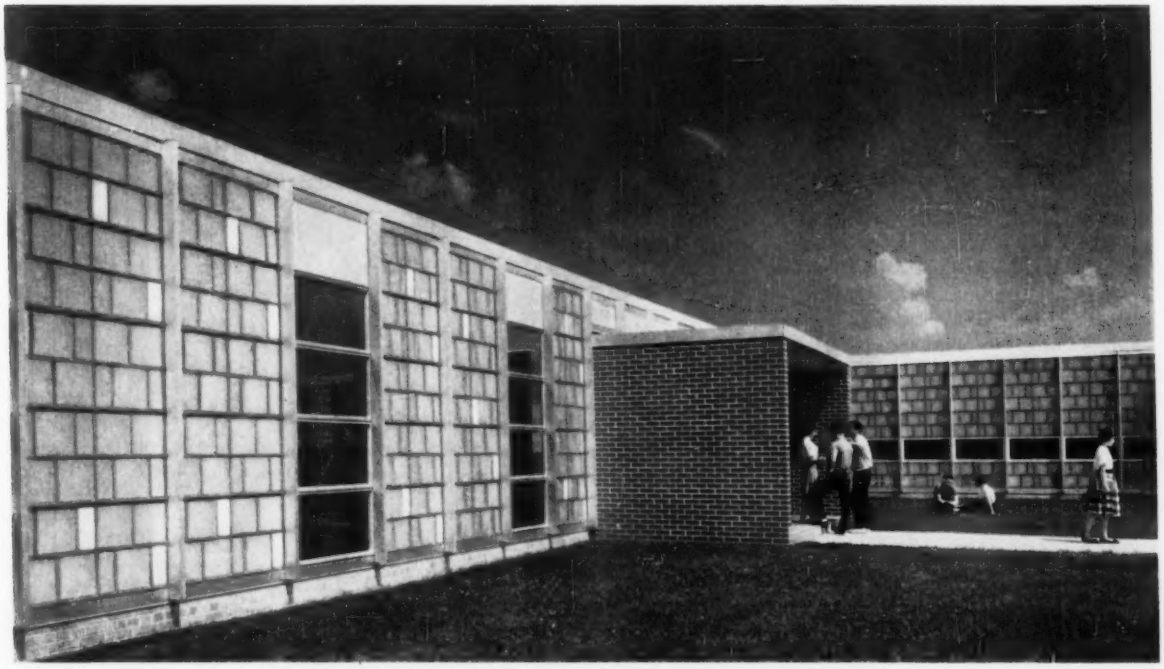
The school district — seven miles southwest of Dayton — runs between 15,000 and 16,000 in population and takes in about a 16 square mile area. In 1949 the school enrollment was about 1200 — today it is 3500 (not including kindergarten). However, about 40 per cent of the tax base is industrial.

Study Made

In July, 1958, a study of the district ordered by the board of education was submitted by the associated firms of Van Buren, Blackburn, Architects and Engineers, of Columbus, and Outcalt, Guenther, architects, of Cleveland. This "Forecast of Educational Facilities" took a close hard look at such things as pupil census, possible expansion areas (dependent upon home building developments), parochial school enrollments, curriculum, etc. It told what had happened, what was happening, what was likely to happen . . . and what it was necessary to do about it.

As a result of this survey, the architects proposed a plan that called for a purchase of a senior high school site and the first step of construction for an initial capacity of 700, with provisions to expand to an ultimate capacity of 2200 pupils. The estimated cost of initial construction was $1,081,043 but the district was

— All photographs courtesy of Owens-Illinois, Toledo

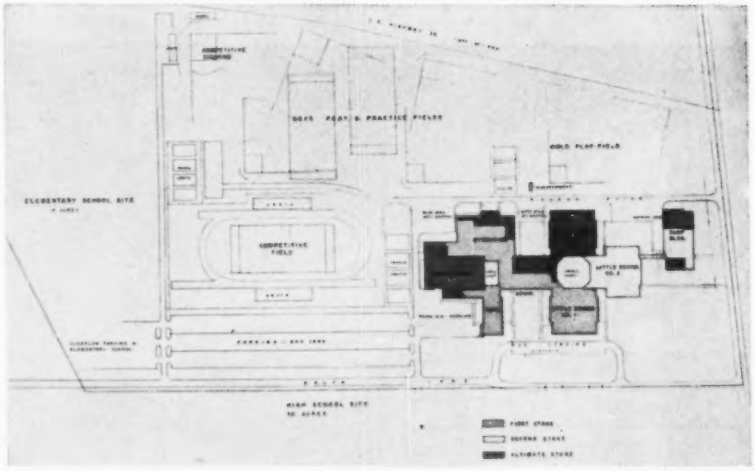


Students at West Carrollton, Ohio's, new Senior High School outside of one entrance to the cleanly designed new school planned for growth. (Hedrich-Blessing photo)

able to do the first stage (78,893 sq. ft.) for $1,033,126, or $13.08 per square foot. Added to this were site improvements and utilities extensions totaling $80,293, and fixed and special equipment for $108,777, for a grand total cost of $1,222,196.

The plan called for a three-stage development and construction plan of the Senior High School, which was ultimately designed to adapt the "little school" concept when completed. In the meantime, plans could be made ahead and built as needed.

The first stage — happily including the ultimate gymnasium area and full cafeteria which were bid as alternates — was completed and occupied by November, 1960, and has an enrollment today of about 650. The building is on a 70 acre site, 19 acres of which are reserved for a future elementary school. It includes 24 teaching stations plus offices, conference rooms, lockers, etc. All drawings, specifications, inspection, and materials and color selections were made by Van Buren, Blackburn and Associates, architects and engineers, of Columbus.

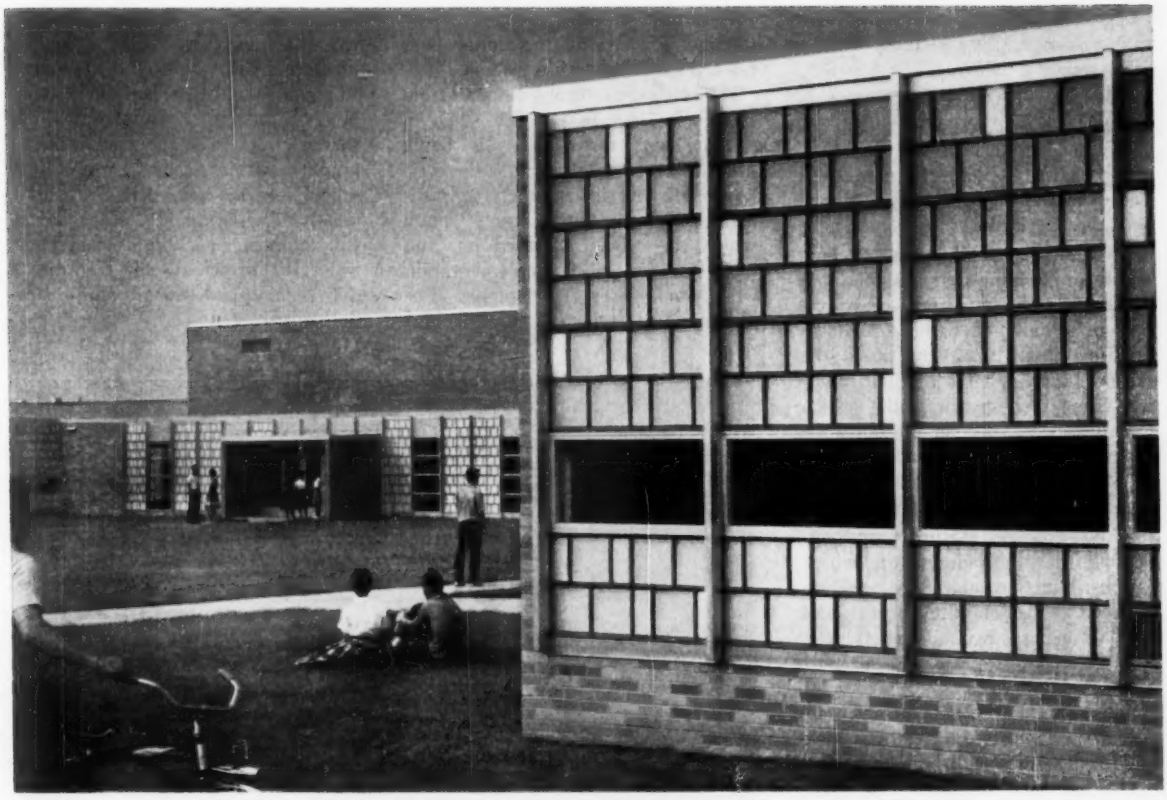


The 70-acre site allows growth for future expansion as well as a 19-acre elementary school. Lightly shaded area has been completed; unshaded area — plus balance of shop building — is under construction.

Bond Issue Passed

The successful passage of a $795,000 bond issue at the November, 1960, election — due in part, we feel, to the community's acceptance of the new school and of the program of orderly, planned growth — provided the funds for "Step Two" in the building program.

Construction on this phase began in May, 1961, and is expected to be completed by April, 1962, with full occupancy by the fall 1962 term. It comprises 41,980 square feet, to be built at a cost of $562,084, or $13.39 per square foot. It will provide 16



Handsome exterior appearance of the new high school and its planned growth pattern won favor with local citizens who last fall passed a bond issue for an addition to the facility. Below: the bright, sunny, cheerful cafeteria has controlled daylight flooding the room through the curtain wall exterior. (Hedrich-Blessing photos)

classrooms, offices, restrooms, and a boiler room, and industrial arts shops in a separate wing.

The pupil capacity by the end of "Step Two" will be about 1200. Before the erection of the addition, "Step Three" the final stage — a badly needed elementary school will probably be built.

Incidentally, to illustrate the high degree of planning that has gone into the school's construction — only one part of a wall had to be torn down (costing about $100) to tie in the second stage with the original building. Even the exterior walls (which were destined to become interior walls when Stage Two was added) had been finished with matching glazed tile when originally constructed.

A construction feature found appealing from the beginning and which was used in the Stage Two addition as well, is the Thinlite curtain wall used to enclose the building.

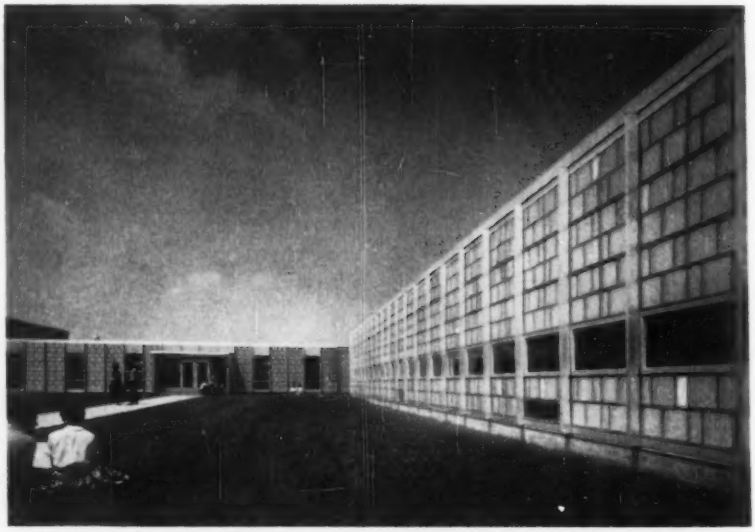
Walls of Hollow Glass Tiles

This prefabricated curtain wall system is comprised of 2-inch thick hollow glass tiles with built-in prisms to diffuse the sunlight. Cemented into 4 foot by 2 foot or 5 foot by 2 foot panels, they are easily stacked, locked into place and made weathertight by an interlocking neoprene gasketing system on their perimeters.

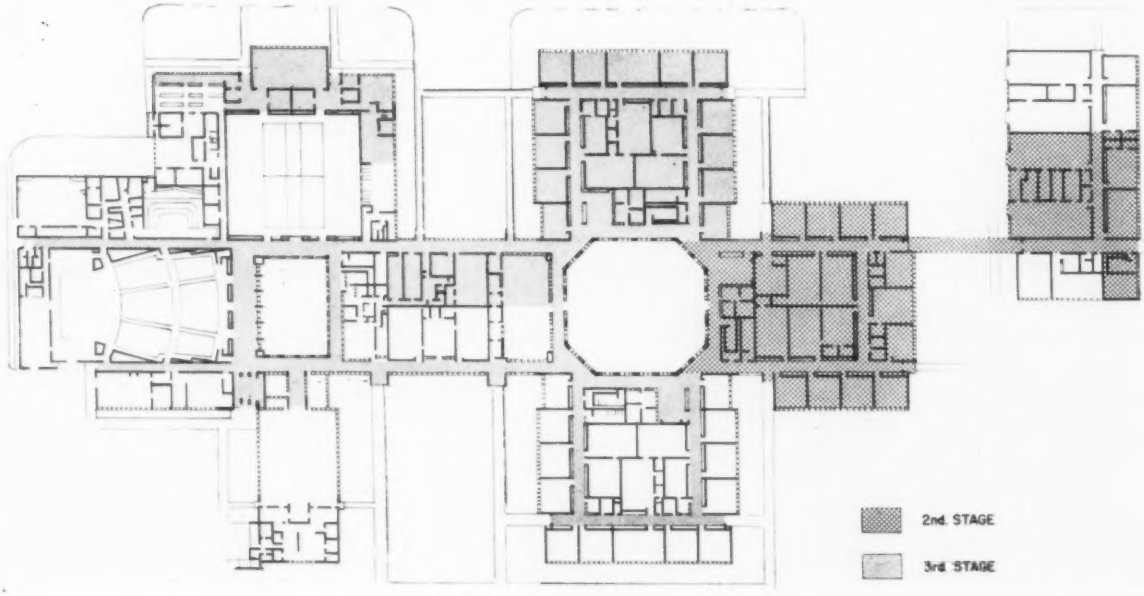
The walls — used with flat glass vision areas and windows in panel frames — have given the rooms excellent daylighting, solar heat transmission. Their insulating ability gives an economical heating system.

The only glare problem came from flat glass areas in the first step; in "Step Two" tinted glass is being used, to ease this problem.

The district is extremely enthusiastic about the "little school" plan, which the school is based on, and looks forward to its implementation when Step Three is completed. The plan seems to take the curse of bigness out of a large school and to give the students a feeling of belonging in their smaller "own" little school. Common facilities such as library, gymnasium, and cafeteria will be shared but basic courses will be taught within their own "little school." A unit or associate principal, together with guidance specialists, will administer each individual school while the principal will co-ordinate the teaching and over-all administration. ■



Unique curtain wall highlights the new school. Building was completed a year ago, and work is already under way on a 600-pupil addition. Below: floor plan showing construction stages. Step 1, completed, 1960; step 2 now under construction. Step 3 will be added when pupil capacity is up to full need of the plant.



Blending the High School Addition

The design of Troy High School received a special citation from the American Association of School Administrators which read in part: "Skillful blending of design and relationships in an extensive addition to an existing high school plant."

How do you create a new school with an old building?

The obvious answer is to add to the present structure. Too often, though, most school additions are either an extension of a drab older building or their modern design stands out in marked contrast to the original structure.

In Troy, Mich., they've added to the old high school building and transformed it into a bright, new building. The old school has been fused into two additional units on either end, blended by a connecting link of umbrella shelters that almost encircle the school.

The design received a special citation from the American Association of School Administrators and was exhibited this year at St. Louis and Philadelphia AASA conventions.

The AASA Citation read, "Skillful blending of design and relationships in an extensive addition to an existing high-school plant. Strategically located work project and conference areas, student lounge, teachers' lounge, and the centrally located library opening onto interior court are notable features of the plan."

Many Children, Few Classrooms

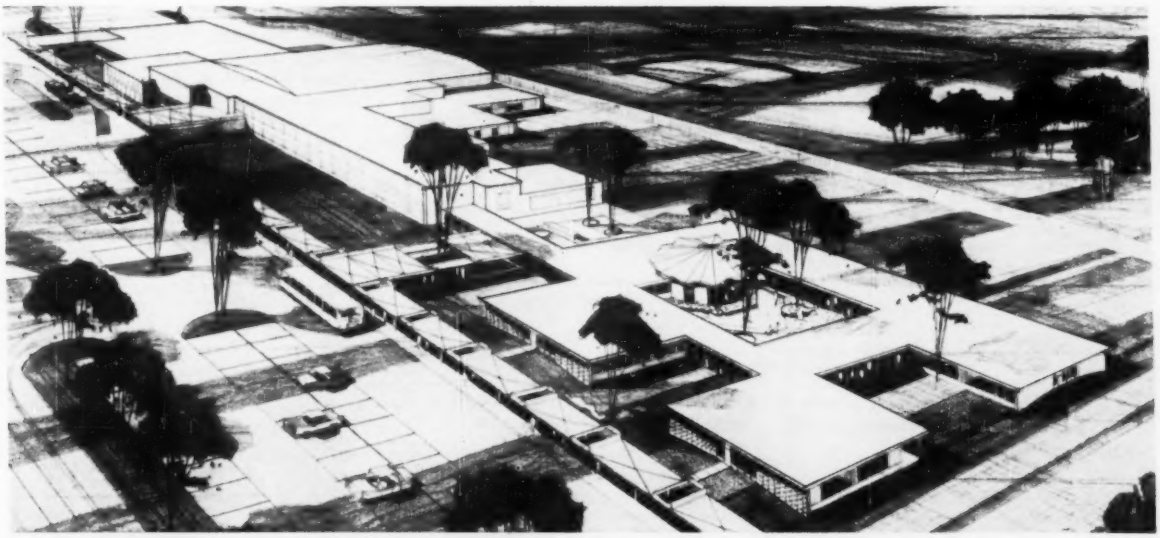
Troy is one of the "new" cities in the shadow of Detroit. It lies immediately in the path of mushrooming metropolitan growth and, like so many suburban school districts, finds itself faced with too many children and not enough classrooms. After voters turned down a bond issue to construct a new high school, the school board decided to erect needed additional facilities to the overcrowded ten-year-old high school. In September of 1959, voters approved a $2,225,000 school expansion program which included enlarging the high school, constructing a new elementary school, remodeling two schools, and erecting additions to another.

"We're not only enlarging the high school," said Superintendent Rex B. Smith, "but are improving its function and appearance at a most reasonable, downright economical cost."

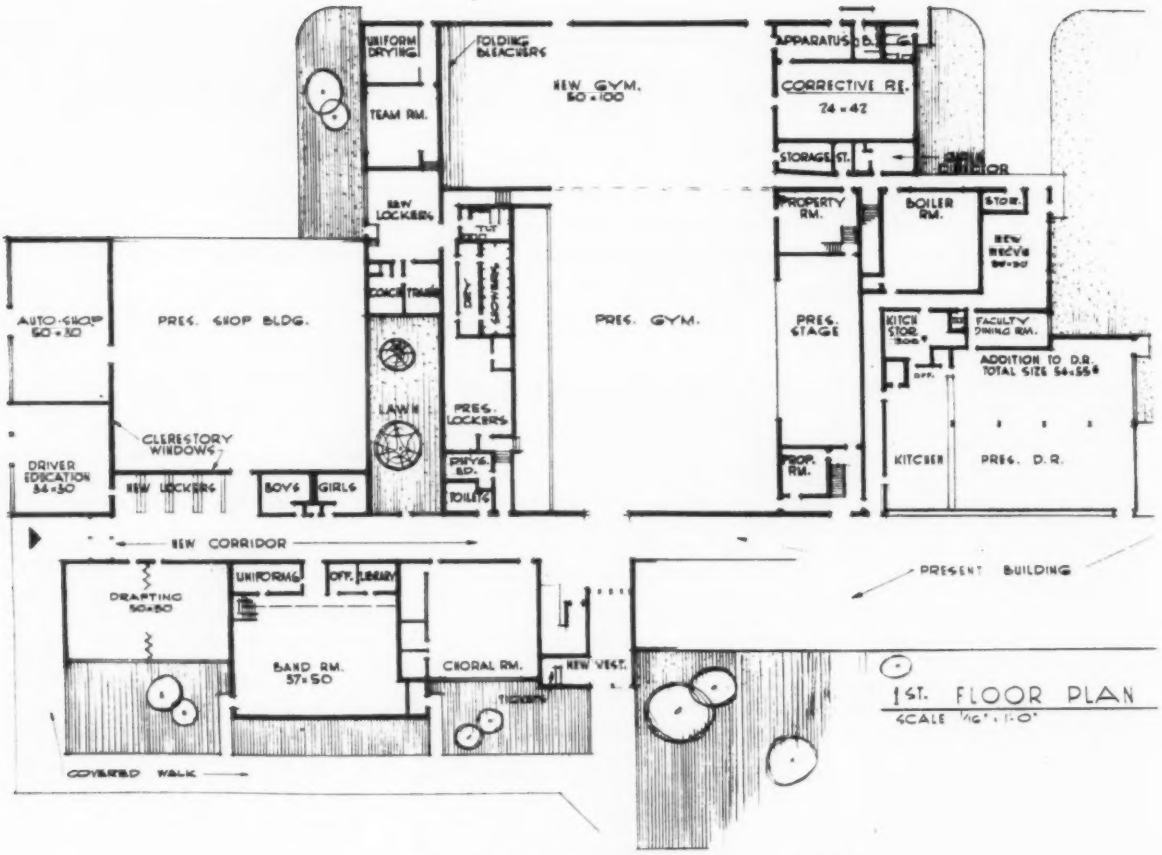
"The architects, Wyeth and Harman, Inc., of Port Huron and Bloomfield Hills, Mich., have created a brand new building with additions of a functional, striking, design," he added.

Troy High School is in the heart of a "receiving" school district. It receives all of its 650 students by bus. The architects have capitalized on this by designing umbrella shelters which extend from and encircle both the north and south additions to the school. These tend to act as a "welcome" symbol to arriving students and unify the design of the new with the original building. They also offset the plain and formal character of the original two-story building.

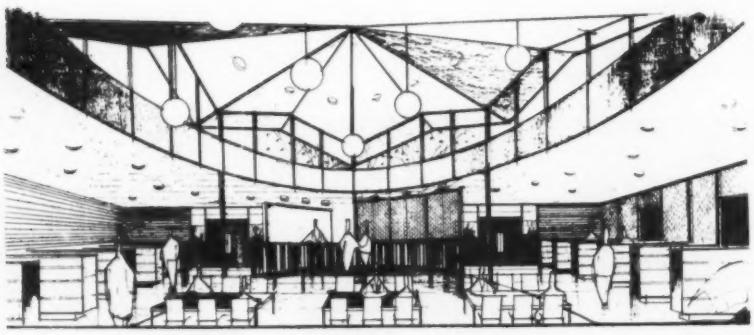
Both additions to the school itself are one-story structures. Superintendent Smith said they chose this rather than two-story continuations because, "it is more convenient for student traffic, safer, and more flexible as all interior walls are nonbearing. A student garden courtyard



Sketch of Troy High School additions — Wyeth and Harman Architects, Bloomfield Hills, Port Huron, Mich. Cost is only $13.35 a square foot.



Floor plan of south-end additions and alterations of Troy High School.

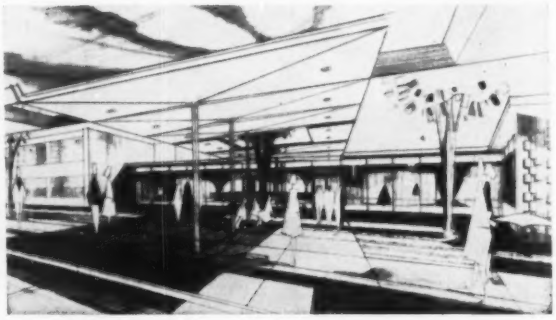


Interior view of circular-shaped library, Troy High School, north-end addition.

is featured and the entire effect is one of informality, color, and a more attractive learning climate."

The most striking part of the additional units is at the north end. This academic unit contains 17 classrooms, the school library, and a badly needed teachers' lounge. The former school library in the old building is being converted to an Arts and Crafts area.

The new, large, and exceedingly well-equipped library is well located for convenient use and is designed to attract students. A striking, folded-plate roof shape is the focal point



Sketch of exterior of main entrance in the north-end addition of Troy High School. Canopy provides weather protection for those waiting for the bus.

of the school. High ceilings give the library dignity and airiness. The large, cheerful, circular-shaped central reading room measures 52 feet in diameter and overlooks a student garden courtyard. A student "Commons," not present in the old building, leads into the library's main entrance.

Library, Courtyard Centered

With an eye on the future and improved teaching techniques, Troy's new classroom addition is designed in cluster fashion around the library and center courtyard. Three clusters of four classrooms each are designed with project areas included.

"These project areas may be utilized as a laboratory for new techniques in academic subjects that heretofore did not use labs," Dr. Smith explained. "The project areas may also be used for audio-visual purposes or for integrated classroom instruction. Each project area is equipped with laboratory tables, sinks, storage and conference rooms.

"They may be used for class or interclass projects and educational TV sessions. Entrances to the project areas further the group idea of informality prevalent throughout the new additions to the school."

Seminar rooms are located between other classrooms for individual student-teacher conferences, team-teaching, or small group discussions.

"This combination of grouping avoids the feeling of a large institution and substitutes a warmer atmosphere with the informality of seminars or research groups," the Troy superintendent said.

The south-end addition to the "new" high school houses the vocational-education classrooms and a bandroom. The architects have redesigned and enlarged the school's gymnasium and locker-room areas, adding 50 per cent more space.

For Minimum Maintenance

Other features of Troy's expanded high school include maintenance-free terrazzo floors, custom-type aluminum windows, fluorescent lighting, and acoustical ceilings in all classrooms. The two additions to the school are of steel and masonry structure with face brick exterior. Brick corridor walls will be featured throughout the new additions to the building, with glass above classroom doors and corridor lockers to add natural light to the corridor traffic areas. Tile walls and floors will be installed in all lavatories.

"We're using the best mechanical facilities," said Dr. Smith, "to obtain operating efficiency and absolutely minimum maintenance. We had ample room in the old school boiler room to add an additional boiler to meet the heating requirements of our additional building area."

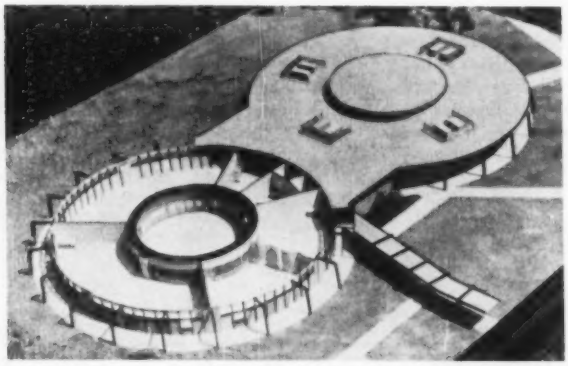
"All of these features, and many more, will be realized at a cost of only $13.35 a square foot," Dr. Smith added. "We've been amazed at the practical, yet functional, economy offered in these additions to our high school. The architects worked closely with our staff in detailed, careful planning of the 'new' school."

"This economical reality is made possible by a thorough cost-quality analysis of all the component parts of the building. We don't draw a line until we've done this," said Architect Harry J. Harman, president of Wyeth and Harman.

The completion of Troy's "new" high school is scheduled for next July. Then the old high school building will "disappear," becoming merely the connecting link between two new functionally attractive school additions, equipped to serve 850 additional students in growing, energetic Troy. ■

Floor plan of north-end addition to Troy High School. Noteworthy are the circular-shaped library and the adjoining garden courtyard.

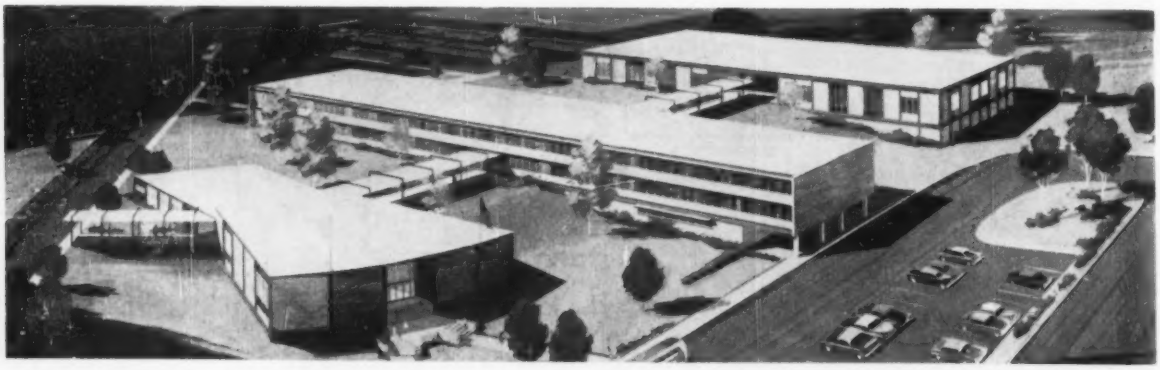
Opened for the fall term of 1961 is the new Neoga, Ill., Community Unit School District No. 3 school. The building is a combination grade and junior high school and contains a total of 18 classrooms (12 elementary, 6 junior high). There are also two separate offices plus a general office, multipurpose room, cafeteria, arts and crafts room and library. Total cost was $343,354. L. K. Voris is the Unit superintendent; Gatewood & Fields, architects, Mattoon and Mt. Vernon, Ill., designed the building.



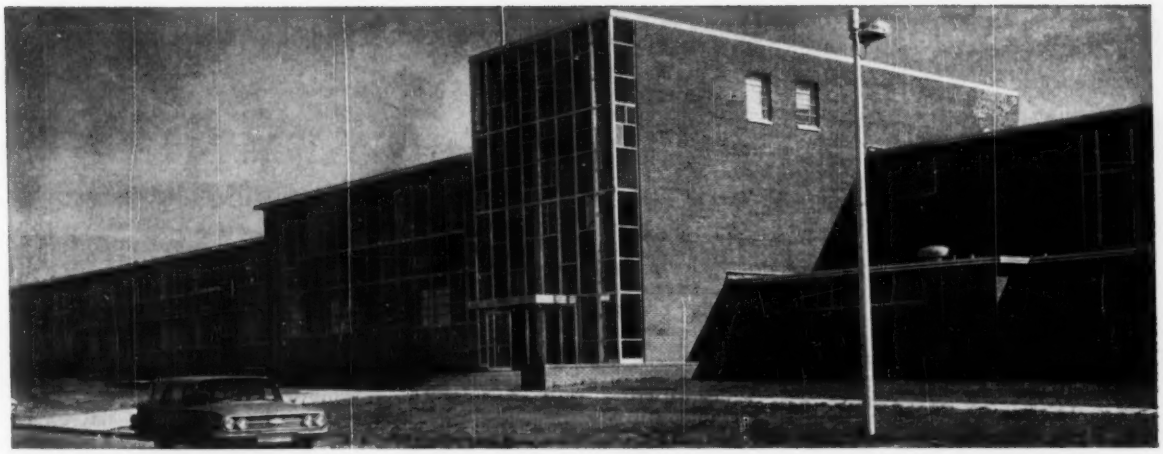
Model of Bassett Intermediate School, Los Angeles County, Calif., which will initiate team teaching under direction of James Ketcherside, school district superintendent. The $1 million building complex of the "school-in-round" idea, scheduled to open in 1963, is being designed by Flewelling, Moody & Horn, Los Angeles architects.

Notable New Schoolhouses

school building scrapbook

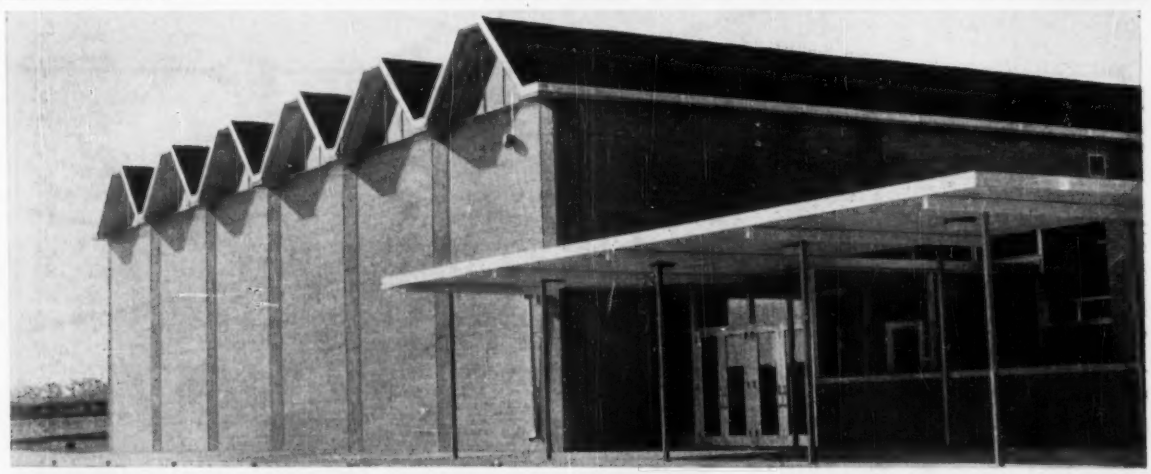


Sketch of Chester W. Nimitz Junior High School by Harvey P. Smith & Associates, architects, San Antonio, Tex. At a construction cost of $763,000, the building is planned to accommodate 1,150 students. It will have 85,500 sq. ft. of enclosed, climate controlled area which will include the following: scholastic, gym, cafeteria, auditorium, and music areas. Some features planned for the school units are flourescent lighting; aluminum entrances, doors and windows; ceramic tile flooring and wainscots; maple gym floor, cushion mounted; folding doors and partitions for flexibility of use.



Modern design Tupelo, Miss., High School was built on a 27 acre site at a cost of nearly one million dollars. It has 30 teaching stations, a library, a band hall, an industrial arts shop, a cafeteria, and a gymnatorium seating 2400 (roll away bleachers permit use as auditorium and gymnasium). Architects were E. L. Malvaney and associates, Robert McKnight, Mac Feemster. C. E. Holladay is superintendent of Tupelo schools.

Closeup of Foothill College, Los Altos, Calif., shows hipped redwood shake roofs with distinctive parapets. The college has extensive use of redwood paneling on sidewalls and ceilings. Most of the building materials were products of Simpson Timber Company, Seattle, Wash. Architects for the school were Ernest J. Kump and Matsen & Hurd.



The new Royall High School, Elroy, Wis., a 20 teacher station building, presently housing 300 students. A central kitchen feeds 700 students (additional students are from Elroy grade school). Central offices include superintendent, principal, bookkeeper, secretarial and school nurse facilities. Architect was Stanley Frelich-Angus & Associates, Janesville. Allen Schraufnagel is superintendent of schools.

Involving Citizens in School Planning

ROBERT H. JOHNSON and J. WILLIAM RIOUX

Dr. Johnson is superintendent of Jefferson County Public Schools, Lakewood, Colo. Dr. Rioux is director of research, Jefferson County Public Schools, Lakewood, Colo.

The fruitful partnership of lay citizens, architects, school engineers, teachers, and administrative personnel in education has, in relation to the development of designs for school building construction, never been explored in depth. This situation exists despite the fact that the theory of such a partnership has been a long propounded and much discussed condition in education. The Jefferson County Public Schools, Lakewood, Colo., are committed to the concept that citizens logically having the largest investment in the development and construction of a given school building; that is, those persons who will be users of that building shall be invited in large numbers to assist in the thinking and development of the design for the building.

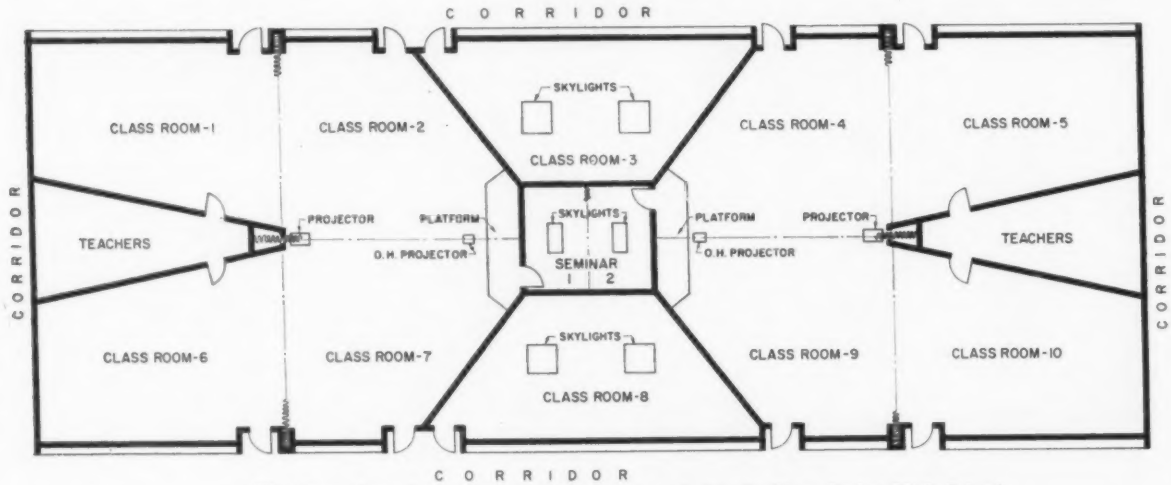
Each passing year in the operation of this program has made it clearer that school users can bring to school design planning sessions much more imagination, advanced thinking, and hard-headed reality than one would ever suspect.

This is best revealed in the design of two new structures soon to be constructed in the Jefferson County school district. First of all, the Alameda Junior High School addition reflects in very clear fashion the advanced thinking of parents whose children will attend this school. These parents spent literally hundreds of hours in the development of a highly imaginative school building design which will have considerable flexibility for many years to come. These parents used as their guide lines the structural design for Marie Creighton Junior High School which opens in September, 1961, as the first school in Jefferson County specifically designed to incorporate and facilitate team teaching.

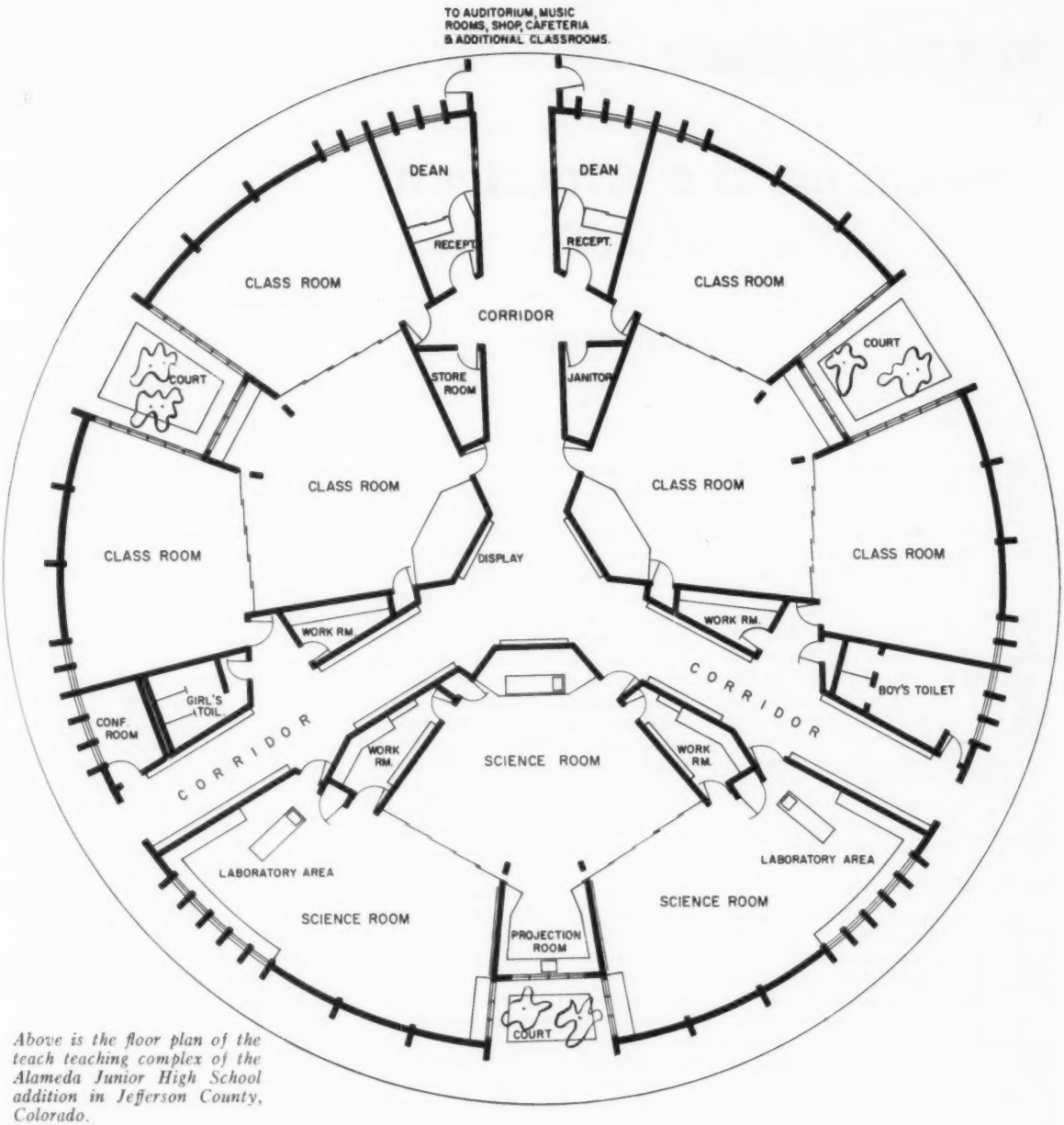
The parents in the Alameda Junior High School attendance area are convinced that team teaching is the image and the shape of education of the future. They, therefore, decided to formulate a school design which incorporated flexibility over the Marie Creighton design and add features which would facilitate optimum use of these provisions.

The form of the over-all classroom unit is circular and has within it three triads of classrooms easily used as individual classrooms or, within 35 or 40 seconds, converted into a large classroom for lectures, films and demonstrations to groups of 90 and 110. An integral part of this design is provision of teacher workrooms and planning rooms immediately adjacent to each classroom cluster, thereby giving teachers adequate planning facilities, instructional resource center space, and a workroom in close proximity to the teaching area. The architect for this school building is John B. Rogers, AIA, of Denver, Colo.

The team teaching area in the Arvada West Senior High School, yet to be constructed, incorporates still greater aspects of flexibility and usability. This sketch is a movement away from the triad concept in construction to facilitate team teaching and makes possible the combination



The floor plan of the team teaching section of Arvada West Senior High School in the Jefferson County, Colorado, school district.



Above is the floor plan of the teach teaching complex of the Alameda Junior High School addition in Jefferson County, Colorado.

of four separate units of classrooms into one for large group instruction; use as four conventional sized classrooms; use of any combination of the four classrooms which are divided by folding doors; and small classrooms, seminar type rooms for very small groups or for discussions with two or three students.

Again, in this design, considerable attention has been directed toward planning work area needs of the teachers. The planning rooms are part of the over-all team teaching area and are immediately accessible to teachers from the team teaching area. This design will, in many instances, lend itself to use of small space facilities by students for independent study in the immediate area of the teacher work station, if this is felt to be advisable. Some students will utilize library facilities in the school or community resources, but logically there will be some students involved in independent study who should for one reason or another be in a position to have easy access to the teacher or for the teacher to be able to confer with that student frequently. The architects for this building are Alfred Watts Grant and Associates, Denver, Colo.

These building designs speak for themselves in terms of the imagination and the talented resources which exist in the minds of community members with regard to forward looking facilities for education in the years immediately ahead. Not enough use has been made of such talents in the school districts across the country. Only through increasing utilization of such resources in the community will greater understanding and increased support for school programs come about. ■

Teaching the American Way of Life

ELAINE EXTON

No one is a spectator in the struggle between totalitarian communism and the American way of life, Assistant Secretary of the Army Finn J. Larsen told a gathering celebrating Citizenship Day in the nation's capitol on September 17.

"Today, as never before," he said, "we and the rest of the Free World are in danger . . . of failing clearly to understand the nature and character of a powerful enemy and of being aware, until it is too late, of the actions we must take to combat this menace." The first vital task for each citizen, he stressed, "is to understand the nature of the present world struggle . . . for men's minds — which has resulted from a determined effort by international communism to dominate the world."

The Communist Menace

The stepped-up pace of the cold war, evidenced in such developments as the Berlin crisis, communist efforts to infiltrate Africa and to take over certain of the countries in Southeast Asia by force, the resumption of nuclear testing by Russia, the Soviet Union's continued attempts to destroy the effectiveness of the United Nations, the establishment of a communist satellite in Cuba, 90 miles from our shores, have brought this fact home to many Americans.

Already the communist movement has engulfed nearly a quarter of the land surface of the world and extended its sway over nearly a billion people (roughly a third of the total world population). Kruschev has threatened to "bury" us and has boasted that our grandchildren will live under communism.

The menace of communism "is not a simple forthright threat," FBI Director J. Edgar Hoover warns, but a "conspiracy which can be controlled only through full understanding of the true nature of the conspiracy and the ability to separate truth from propaganda."

Know Your Enemy

Calling it the duty of all Americans to fully understand the true import of this threat to our heritage, Mr. Hoover maintains that "we can defeat communist ideology and — at the same time — reinforce the structure of our own democracy by the combined process of exposure and education."

This program of education, he cautions, "must not, of course, constitute or be confused with the advocacy of communist doctrine. It can and should be limited to a critical study of communist strategy and tactics and the materialistic philosophy underlying them."

As the struggle between international communism and freedom has spread, our citizens have become increasingly aware that in order to cope effectively with the communist challenge American youth must not only be better grounded in the values and ideals of our nation but informed about the true character of communism, why we oppose it, and how to combat it. Indeed, such instruction is now considered by many to be a patriotic responsibility essential to national defense and to the preservation of our American way of life.

The change in attitude on this touchy subject is reflected in the policy statements of some influential national groups. For example: A resolution adopted by the National Executive Committee of the American Legion in November, 1957, urges each Legion department, district, and post "to work with their education officials to the end that every public and private secondary school . . . will institute as a part of their regular curriculum suitable courses designed to deepen understanding of and loyalty to American democratic ideals and understand and expose the fallacies of communism."

The American Bar Association has pledged "that through (its) members and the co-operation of state and local bar associations (it will) encourage and support our schools and colleges in the presentation of adequate instruction in the history, doctrines, objectives and techniques of communism, thereby helping to instill a greater appreciation of democracy and freedom under law and the will to preserve that freedom."

The platform of the National Education Association lists as a goal: "Instructional programs which teach about — but do not advocate — communism and all forms of totalitarianism."

Curriculum Emphases

The teaching of American history, our U. S. Constitution and form of government, basic tenets of American democracy, and kindred topics essential to good citizenship have been required in the public schools of nearly all the states, by law or by administrative regulations, for a good many years. This has been the main focus in the past. Where study of communism as a world force has been included in the curriculum it has usually been in courses like world history and problems of democracy which are taken by large numbers of students.

Now a new emphasis is being added to civics instruction in a growing number of states. Although the language of the state law and/or board-of-education rules and regulations authorizing such instruction may vary and their provisions may be either mandatory or permissive, in essence the new approach provides for teaching about the nature and tactics of communism (and other forms of totalitarianism) by comparing the destructive effects and false doctrines of communism with the advantages and strengths of our American democratic traditions and form of government. We are thereby alerting the nation's youth to the dangers which communism poses to our way of life so they will be better able to counter them.

Just back from a tour of Soviet schools, Mrs. Jim G. Akin, Congressional Liaison Officer for the Department of Health, Education, and Welfare, reports: "It is more important than ever that American children be given a balanced understanding — achieved through evaluative and objective study — of the values of our free society as contrasted with the values and objectives of communism and totalitarianism."

The scope of state legislation on this subject varies widely, ranging from a simple statement that a course of study about communism may be provided to a legislative mandate stipulating the length of the course, its scope, and/or grade levels.

For example: New York's new legislation (Chapter 662, Education Law, 1961) merely says that "the courses of study beyond the first eight years of full time public day schools may pro-

vide a program for a course in *'communism and its methods and its destructive effects.'"* In Florida, a recent law (House Bill No. 26, 1961) directs "the public high schools (to) each teach a complete course of not less than thirty (30) hours to all students enrolled . . . entitled *'Americansim versus Communism'* . . . no later than the school year commencing in September 1962."

Or a statute may deal with some particular phase of the problem, such as providing for summer sessions on the American form of government for selected high school students and teachers (Louisiana Acts, 1961, No. 73), or urging, as in Tennessee, that the State Department of Education (and) boards of education and administration of city and county school systems "consider the teaching of the meaning of democratic government and the free enterprise system to be of paramount significance and that they communicate to teachers their desire that increased attention be given these subjects to the extent that no pupil will leave the public schools of Tennessee without knowledge, appreciation and understanding thereof" (Sen. Joint Res. No. 49, 1961).

State Materials

To implement a provision of their school code (Section 771, Amended January 8, 1952, P. L. 1865) which cites "the obligation of every citizen to stand ready to defend our country at all times from infiltration or aggression by those whose acts and ideologies are contrary to our American philosophy of life," the Pennsylvania Department of Public Instruction published "a topic and activity outline" for *A Comparative Study of Democracy and Communism* in 1960. Recently Louisiana's Superintendent of Education issued Bulletin No. 928 on *Americanism versus Communism — A Unit of Work in American History.*

In Connecticut a state curriculum guide advocates certain units in several of the social studies courses in which youth are informed of the nature of communism and the respects in which this ideology differs from the concepts of American democracy.

As a result of proposals made at an exploratory conference in August, California's Department of Education has under consideration preparation of a teachers' guide on the threats inherent in the communist ideology that will be of help to school districts which lack adequate resources to produce such materials.

The action of state legislatures or the leadership of the State Board of Education and/or State Department of Education is spurring the development of special resource bulletins or teachers' guides on this problem in a number of other states. Among those reporting plans to issue such materials are Arkansissippi, New Hampshire, New York, Oregon, Rhode Island, Tennessee, and Virginia.

At its 1961 session the Ohio General Assembly requested the Legislative Service Commission to study the question of teaching about communism in Ohio schools. High school curriculum recommendations being developed by the Department of Education in Vermont will include specific reference to teaching about communism. Recommendations on this subject are expected from a committee on the teaching of citizenship and our American heritage appointed by the New Mexico Department of Education.

Some Other Methods

Under the aegis of the Massachusetts Executive Committee for Educational Television, the first regular course on communist ideology to be telecast to secondary school pupils and their social studies teachers over an educational TV channel was inaugurated this fall on Station WGBH-TV.

It is anticipated that their *Ideology and World Affairs* series covering the evolution of communist ideology, Soviet foreign policy, ideology in relation to the Western and "neutral" worlds, and two variations — Titoism and communism in China — will be viewed by about 75,000 high school students in four New England states.

The staff of the Civic Education Division of the Massachusetts Department of Education worked with many others in advising the lecturer for these telecasts, Dr. John Gibson of Babson Institute, who wrote the basic scripts.

Another pertinent activity of the Division of Civic Education reported by its director, Thomas J. Curtin, is offering an extension course for teachers-in-service on *Civic Behavior — Democracy's Test* which includes "graduate level reading content on cummunism and also incorporates suggestions on teaching about communism to secondary school students." Certain of the state teachers colleges also offer a similar elective course for undergraduates.

Since this article cannot report all of the programs on this subject now underway, it is hoped the above sampling will be helpful in indicating some of the emerging trends in this field. The examples that follow point up procedures currently in use in four states in greater detail. The first two programs described sprang from actions by state legislatures, which in the first case were permissive and in the second instance mandatory. The last two accounts respectively illustrate leadership exercised by a State School Boards Association and by a State Board of Education.

The Program in New York

In New York State where teaching the advantages of our American democratic traditions and the dangers of communism to the free world has been recommended in the curriculum for many years, Commissioner of Education James E. Allen, Jr., reports: "Democracy and communism are not taught as separate courses out of their natural context (but) are introduced at appropriate points in the school program, particularly in the social studies sequence." He is planning to use this same method to implement the new amendment to Chapter 662 of the State Education Law which will become effective September 1, 1962 (quoted earlier).

To strengthen the teaching about "communism and its methods and its destructive effects as this new law suggests," the State Department of Education is setting up an ad hoc advisory committee to help plan a special brochure which "will take the form of a resource bulletin, with new approches, new content and up-to-date books and pamphlets." In Commissioner Allen's view: "Such an approach, rather than the superimposing of a separate and isolated course on communism which would of necessity duplicate content now taught in American history, world history and world geography, appears to be the soundest interpretation of the new amendment."

In a recent letter to local school officials, Dr. Allen described the New York state curriculum for teaching democracy vs. communism as follows:

"The building up of democratic concepts, begun in the elementary grades, is a major purpose of the eighth grade course in United States history. Heroic achievements and exciting events in our nation's story are featured and great stress is placed upon our heritage of freedom and on patriotism and respect for the flag. The senior high school course in American history deals with America's heritage with a depth of detail and analysis appropriate to the maturity of students.

"The communist way of life is presented in the world geography and world history sequence in grades 9 and 10. In the ninth grade pupils learn about the economic and social background of the Soviet Union and other totalitarian states. In grade 10 they study the background and events of the Bolshevik revolution and the subsequent expansion of communist imperialism. . . .

"In the fourth semester of the two-year course in American history, which deals with great issues in America and the world, students are given a detailed analysis of conflicting ideologies of the United States and the Soviet Union. The contrast is drawn in the areas of

historical background, tenets of democracy and communism and in life in the two countries and under the two systems.

"To help teachers interpret this subject matter, the Department has issued handbooks of teaching procedures and also bibliographies with appropriate books and pamphlets, including numerous reports of the United States government on communism in action, on Soviet strategy and on the activities of subversive organizations in the United States and other countries."

Louisiana's Legislation

Completion of a six-weeks' unit of instruction in *Americanism versus Communism* in now mandatory for high school graduation in Louisiana as a result of the State Legislature's adoption of a House Concurrent Resolution (No. 54, 1960 Session) requiring that such teaching "be instituted in every high school in Louisiana during the 1960–61 school year, within the framework of the presently required course in American History in the eleventh or twelfth grades."

The general objectives of this new unit as set forth in a 35-page bulletin issued by the Louisiana Department of Education "are directed toward helping youth learn the facts that establish the truth (about the comparative merits of democracy and communism) by: (1) summarizing in clear, concise form the essential elements of American democracy as gleaned from courses in American history and civics; (2) outlining the superior characteristics and advantages of a free capitalistic economy as compared with the controlled collectivist economy of socialism and communism; (3) exposing the deceitful character and dangers of the international communist conspiracy."

In the preface J. B. Robertson, the Assistant Superintendent for Elementary and Secondary Education, says the *Americanism versus Communism* unit "should probably be taught during the last six weeks of instruction in the American history course." He further states that "most of (its) content will be concerned with the period beginning with the Russian Revolution of 1917 and extending to the present" and urges teachers "to make a continuous study of the history and present status of the communist conspiracy."

Their preparation for this task will be facilitated by a new Act adopted by the 1961 Session of the Louisiana Legislature which provides for annual one-week seminars to give teachers and students selected from the high schools of the state "a clear understanding of the fundamental principles of the American form of Government, the evils of socialism and the basic philosophy of communism and the strategy and tactics used by communists in their efforts to achieve their ultimate goal of world domination."

These institutes are to be held "during the summer months in the interim between regular school sessions" at each of the colleges and universities which are under the supervision of the State Board of Education and also at Louisiana State University. They will be administered by the Louisiana Department of Education. The act provides for an annual appropriation of $30,000 in state funds to finance these seminars and pay for the room and board of students attending them.

Fostering Patriotism in Arizona

Inspired by an address he heard at the Arizona School Board Association's Convention in 1956 on the role played by insufficient knowledge of our American heritages and freedoms in the defections of the American "turncoats" of the Korean War, James T. Mayne, now the Association's president, became interested in the need to develop a more vigorous program for teaching the concepts of American patriotism in public schools.

He first searched for new approaches to this problem in his home town where during his presidency of the Creighton Board of Education he obtained permission to set up a study committee composed of board members and principals to take a fresh look at how patriotism was being taught in the Creighton schools and recommend suitable methods for strengthening this instruction. Later he was instrumental in having similar survey committees established by the Greater Phoenix School Board and by the Arizona School Board Association.

As an outgrowth of the activity sparked by Mr. Mayne in the Creighton School District, Everett E. Cooke, the principal of the Papago Elementary School, developed a "Ten-Point Program for Teaching Americanism" which the Americanism Committee of the Arizona School Board Association has recommended for adoption in the public schools of the state and the State Superintendent of Public Instruction is submitting to the State Board of Education for approval.

As conceived by Principal Cooke: "Children must be made to realize that our national *history* (*Point I*) from the founding of the colonies as an escape from tyranny to the present, in its chronological order, has laid the foundations upon which our freedom rests. Our *citizenship* (*Point II*) must be pointed out to be the very mortar which holds our free nation together. Our national *loyalty* (*Point III*) must be well directed and handed down from one generation to another. Our *freedom* (*Point IV*) must be taught to be a priceless possession, made possible through its limits within our laws.

"Our *art and literature* (*Point V*) must be emphasized as teaching tools to show what has, and can be, created within America itself, as well as to develop appreciation for works of the artists of old. Our *Music* (*Point VI*) must be applied to inspire and stimulate pride and to provide a cultural background for American music. Our *drama* (*Point VII*) can depict patriotic situations and must be an outlet for creative ability. Our *economics* (*Point VIII*) must show from every angle the structure of our existence, and must point out the value of free enterprise. Our teaching *by comparisons* (*Point IX*) especially in the upper three elementary grades, must always show the advantages of our way of life. *By* our *example* (*Point X*) we must be ever cognizant that we follow former patriots and that in turn we are being followed."

The methods suggested by Mr. Cooke for fostering patriotism in each grade from 1 through 8 through these 10 areas — history, citizenship, loyalty, freedom, art and literature, music, drama, economics, by comparison, and by example — are outlined in a 168-page teachers' guide.

State Board Action in Virginia

The initiative for a strengthened program in Virginia came from the State Board of Education whose duties include specifying the curriculum for the public schools and textbook selection, reports Mrs. John Galleher, a school board member from Manassas, who explains: "Early in 1959 the board became concerned that students do not leave high school without a deep appreciation for the basic principles underlying our freedoms and our form of government. We wanted to make sure they would know how our form of government and system of free enterprise has worked in practice and how communism would affect them."

Subsequently the board set up a committee to work with the State Department of Education in determining whether a unit on our free-enterprise system and its relationship to our form of government should be taught and to submit recommendations regarding the development of suitable materials and the training of teachers for this work.

As a result of the co-operation of this group composed of teachers, principals, superintendents, businessmen, and professional people an outline was prepared for a senior course in government called *Virginia and U. S. Government* which was distributed early in 1960 to all the state school districts.

(Concluded on page 38)

the editorial stand

WHY THEY CHANGED THEIR NAME

While few may remember the fact, at its organization more than a quarter century ago the National School Public Relations Association bore another title. It was the National Public School Publicity Association.

The change is significant, and was due to more than passing whim playing with the millinery of organizational nomenclature. It indicated a growth of insight, a sense of changing and expanding mission on the part of men and women dedicated to serving public education by creating a true image of it in the public mind. As they ably fulfilled their tasks they realized more and more that publicity for schools was not enough; that publicity might be harmful as well as helpful; that the image created by publicity might be partial, distorted, negative, tinged with sensationalism; that, judged by the ends in view, what was newsworthy was not always praiseworthy. And so for their organization they found both a higher function and a new name. Those who attended the recent excellent summer meeting and seminar of N.S.P.R.A. will attest to the constant reiteration of the theme: Publicity — even good publicity — is wholly inadequate to do the job facing schools in this critical time of bursting enrollments and tight budgets. Indispensable is a comprehensive program of proper public relations.

Such a program must be tailored to the needs of each school-community situation. It must involve the whole school organizations, the whole school plant. The instructional program is part of it, as is every supporting program. Day by day routines are of major importance: what happens in the principal's office, the classroom, the playground, route to and from school. Every teacher, in school or out, contributes to the great, composite image. So does every school child. Of course, publicity well directed to the service of clearly and properly conceived ends, can be made a useful auxiliary to a comprehensive public relations program. But publicity is neither the whole of it, nor the major part.

Today's insistence that sound public relations can be built only when the whole school or school system is properly and efficiently doing its job, that if high pressure salesmanship sells shoddy once it seldom makes repeat sales, is a far cry from the time when school thinking was permeated by the "public be damned" attitude, or when certain members of the emerging school public relations group, some of them recruited from the ranks of journalism, measured their success in terms of column inches of school stories in the local press. We have seen such a person present a bulging scrap book as proof of his industry and ability. And as we thumbed through some of these volumes we wondered what image the public had of the school systems involved.

Reporter A, for instance, specialized in "cute" stories: cheek and knee dimples, ringlets, and bright sayings. Publicist B had a penchant for field trips, particularly those which ended in such light catastrophes as Beverly and Leander falling into the creek. Journalist C apparently regarded his superintendent and the schools as coterminal, and never reached the schools in his scribbling. His scrapbook displayed his superintendent as a genius or oaf — the emphasis was uncertain — of many moods and meanderings: with a scowl moving furniture into a new building; with a smile bussing a kindergarten graduate wearing cap and gown; sitting on a little chair reading — upside-down, of course — a primary book; eating a hot dog, etc., *ad infinitum and nauseam*.

Well, as a result of such misguided efforts it is easy to imagine how crotchety, superficial readers might conclude that educators were soft and queer, and that Edna and Edgar were running amuck instead of learning the 3 R's, as in the heroic age of lingering Lancastrianism.

Publicity — in the limited sense of attracting attention — is easy to get. Any school wanting a picture in a newspaper needs only sponsor a no-hands-blueberry-pie-eating contest, and the thing's done. When her students put arsenic into chili to poison their home economics teacher — man, its a journalist's holiday.

But a public relations program to create the kind of emotionalized image of good schools in action, which will cause people to defend them with every kind of needed support — including tax money — so that they can best do their legally and socialized assigned task — that's something else. To achieve it, your successful public relations person must, in Mathew Arnold's phrase, be "myriad minded," — a combination of teacher, administrator, curriculum specialist, financier, publicist, psychologist, and journalist. Of course he will be constantly looking for newsworthy items. Of course he understands the importance of proper publicity as one strand woven into the public relations rope. Breadth of vision is needed for this job. And that's what the National Public School Publicity Association was saying years ago when it looked to the needs of schools and the means of fulfilling these within the assigned functions and scope of its members, and wisely and boldly changed its name. ■

— William M. Lamers
Assistant Superintendent of Schools
Milwaukee, Wis.

UNUSED OPPORTUNITY

WITH good reason, New York State has been credited with having a strong State Department of Education. This department has shown wise leadership in many areas of educational need and opportunity. One item in the successful 1961 program of school legislation sponsored by the Department deserves notice. The Department reports on successful legislation making allowances for state apportionment and for "state aid (*a*) based on the previous school year with temporary provisions for rapid growth in school population, (*b*) current attendance growth, and (*c*) for experimental school programs. The Commissioner of Education is authorized to apportion additional "sums to local school districts whenever regular apportionments are insufficient to provide proper instruction and in order to avoid unusual and excessive hardship (appropriated $600,000 for this purpose)."

This legislation indicates (1) that the New York State Department is concerned that no school district shall be without proper education, and (2) that so very few districts suffer actual hardship that only $600,000 is needed to care for them. Similar legislation would in most states correct the difficulties in the very few districts that are really poverty-stricken. But the administration of such legislation would require courage on the part of the State Superintendents in exposing the local school boards that are not willing to face up on their responsibility and tax their districts according to their true ability to pay. ■

BUREAU OF CENSUS PROJECTIONS
INDICATE U. S. SCHOOL SYSTEMS
MAY HAVE TO ACCOMMODATE
65% MORE STUDENTS BY 1980.

Will this lead to . . .

365-day

Here's why provision for future air conditioning should be included in the plans for every new school

With almost every community in the country facing continuously increasing tax loads for new classrooms, the possibility of 12-month schools in the future cannot be discounted. Add to this that thousands of schools throughout the nation have summer sessions and that almost all of them are used for community and school-related activities, and the values of air conditioning become increasingly significant.

Nor can the benefits of air conditioning during the traditional school year be denied. The school building is cleaner, more comfortable, and more healthful. Absenteeism is lower. And *optimum* learning environment is established — pupil and teacher productivity is maximized.

Many communities already have built, or are building, air-conditioned schools. But others are not yet ready to take this step. The answer for these is to plan *today* for air conditioning *tomorrow*.

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schools?

they do not need to be replaced when the air conditioning is installed, but can be easily and economically converted to handle it.

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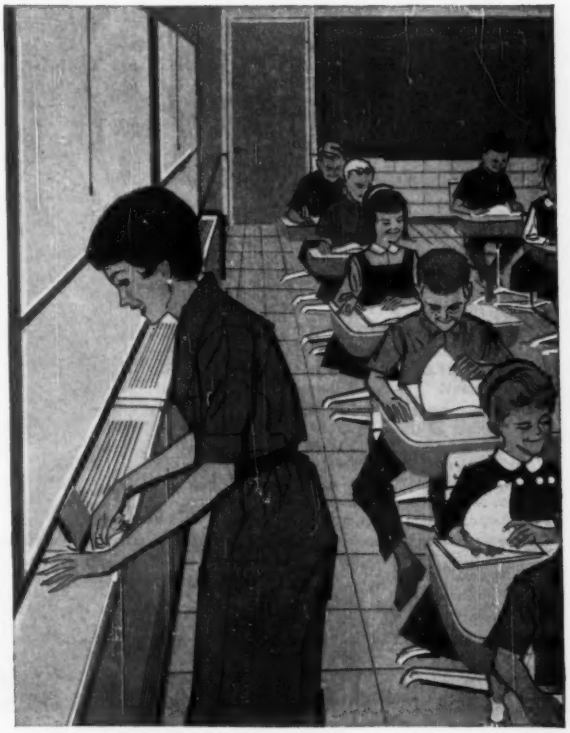
Whatever part you may play in the planning and construction of new school buildings, it will pay you to thoroughly investigate unit ventilators and Barber-Colman controls designed to accommodate the economical addition of air conditioning at a later date.

For complete details, consult your local Barber-Colman Automatic Controls field office or write to the address below.



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WORD FROM WASHINGTON

(Concluded from page 34)

The Virginia Legislature provided funds to pay teachers expenses at two weeks' summer workshops held at various Virginia colleges in 1960 and 1961. The first year an effort was made to have one or two teachers from each school district attend one of them so that a representative could learn how to use the new outline and in turn pass this information on to the other teachers in her school district. The second summer the teachers who had used the outline during the year returned and as a result of their experience with it developed Part III on "Basic Principles and Beliefs Underlying the Relationship of our Governmental Structure and Our Economic Way of Life."

With this work accomplished the stage was set for a further step. At a board of education meeting on April 28, 1961, its textbook and curriculum committee recommended, and the board adopted their proposal, "that the (Va.) Department of Education develop a unit on communism for suggested use under Part V A (Comparative Government) of the outline for the '*Virginia and U. S. Government*' course, and that this unit be available for 1961–62."

Local Approaches

Space does not permit reporting the activities of city and county school systems carrying on programs of this nature. At the request of Senator Kenneth B. Keating (R., N. Y.), the Legislative Reference Service of the Library of Congress made a survey of what the public school systems of 58 of the nation's largest cities are doing to teach about the communist menace.

Their report on *Teaching about Communism in the Public Schools* (50c) as well as a brochure on *Teaching About Communism and Democracy: Case Studies* ($1.00) presenting the approaches in use in five of the schools surveyed, have been reprinted by, and may be purchased from, the Institute for American Strategy (140 South Dearborn Street, Chicago 3, Illinois) which also makes other pertinent materials available. ■

THE ASBO IN TORONTO

(Concluded from page 7)

2. ASBO president, Herschel S. Brannen, business manager of the Houston, Texas, schools, in his president's address at the first general session, who commented upon the progress and problems of the association during the "challenging year of 1961." He recommended for the coming years that the association continue to increase its efforts in research, expand its membership, work more closely with regional and state business official groups, and consider how to reorganize its headquarters facilities "for more adequate housing of our files and the activities pertinent to our headquarters."

3. Other featured, general session speakers, such as F. G. Gardiner of Toronto, who spoke on the importance of education and the relationship of school boards and municipal personnel. Robert E. T. Rouke, former headmaster of Pickering College in Toronto, spoke on efforts to upgrade the teaching of mathematics and technical subjects.

Discussion Sessions

The discussion meetings, the major "work" phase of each convention, contributed much to fulfillment of the theme. This year these meetings included two each on accounting and finance, insurance management, maintenance and operations, schoolhouse planning and construction, personnel management, purchasing and supply management, school food service management, student activity accounting, transportation management. In addition, there were meetings on office management, business administration, and the ever-popular "clinic," where experts answered questions relating to any of the above areas of activity for the school business official.

Announcement was made that the ASBO's Purchasing and Supply Committee has completed work on the long-awaited "Purchasing and Supply Management Manual." The manual, in preparation since 1957, will consider such topics as purchasing furniture and equipment, outfitting a new school, standardization, value analysis, warehousing and inventory control, etc. The chairman of the committee is H. Spilman Burns, business service director of the Baltimore, Md., schools.

Entertainment and Exhibitor

Completing the business facets of the convention were: the exhibits — 142 booths showcasing the latest in school equipment and material of 89 different firms from the United States and Canada; tours of schools around the city of Toronto; a program of teas, tours, etc., for the ladies; the annual exhibitor's entertainment night plus the Canadian banquet.

The continuing excellence of the well-rounded program assures another enthusiastic attendance when the ASBO meets in 1962 in Dallas Tex., October 14–18. ■

new books

Approval and Accreditation of Public Schools

By William B. Rich. Paper, 40 pp., 40 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

A report on the responsibilities and services of State Departments of Education. Information is given on all types of programs, including forms and reports, change of approval and status, correction of violations of standards, and revision of standards or criteria.

Tomorrow's Illiterates

By a group of reading specialists. Edited by Charles C. Walcutt. Price, $3.95. Little, Brown & Co., Boston, Mass.

This book, a project of the Council for Basic Education, sharply criticizes the present-day accepted theories and methods of teaching reading. The authors hold that the failure of considerable numbers of able children to learn to read satisfactorily is due (1) to the misuse of the "readiness to read" idea, (2) to the use of the whole word method of teaching, which in the editor's experience results in word guessing, and (3) to the failure to more widely use phonics. The problems pointed to by these specialists, who are extreme in their insistance that phonics will solve the entire difficulties of children in learning to read, cannot be brushed aside altogether. We do not need to take a more objective look at the results of the teaching of reading and at such matters as vacabulary development and more rapid development of all reading skills.

Teaching by Machine

By Lawrence M. Stolurow. Paper, 171 pp., 65 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This monograph provides a wealth of information pertaining to the new machine systems, types of machines, concepts and techniques, research findings and the impact of machines on learning. The study suggests new possibilities of autoinstruction and automated teaching.

Influence of Voter Turnout on School Bond and Tax Elections

By Richard F. Carter and William G. Savard. Paper, 29 pp., 20 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Turnout is low in most school financial elections, according to this factual study; when it is large, the results are usually negative. New avenues of approach are needed as are better board leadership, especially in large districts.

Education and Income

By Patricia Cayo Sexton. Cloth, 298 pp., $6. The Viking Press, New York, N. Y.

The theme of this sociological-educational study is that the best education and the finest social and recreational services should be provided in poor city neighborhoods because children in these areas need better training to become good men and women and good citizens.

In her study of "Big City," a large midwestern city, the author learned that the finest school plants, the best teachers, and

(Concluded on page 40)

New York's New Board

The new board of education of the city of New York, appointed by Mayor Robert F. Wagner to succeed the board which had been dismissed by the state legislature because of inefficiency, has taken office and has begun to make changes in organization and procedure.

The new board has elected as its president Max J. Rubin, 55, attorney. James B. Donovan, also a lawyer, has been elected vice-president. The new board consists of eight men and one woman and represents a diversified group from the standpoint of politics, occupations, and religion. Probably the most widely known member is Lloyd K. Garrison, a former chariman of the National War Labor Board. In making his appointments, the Mayor discarded Borough lines but, perhaps unwittingly, duplicated the former custom of following occupational, racial, political, and religious lines.

The members of the board are: Brendan Byrne, former attorney and now president of the American Heritage Foundation; James B. Donovan, noted lawyer and participant in the Nuremburg trials of Nazi and other war criminals; Lloyd K. Garrison, attorney; John F. Hennessey, electrical engineer and president of the board of managers of Lincoln Hall; Morris Iushewitz, former newspaperman and prominant labor leader; Samuel R. Pierce, former judge and attorney; Anna M. Rosenberg, former U. S. Assistant Secretary of Defense and now an industrial relations consultant; Max J. Rubin, attorney and former Long Island suburban school board president; Clarence Senior, professor of sociology at Brooklyn College.

The board has eliminated much criticized use of publicly employed secretaries and chauffers and automobiles which the old board insisted on continuing. For the present the standing committees have been abolished, and it has been decided to hold the regular meetings of the board in the evening so that citizens might attend and participate in the proceedings.

One of the important tasks of the board will be to consider the continuance of Supt. John J. Theobald in office. Like the old board, Mr. Theobald has been under severe criticism in the newspapers. For the time being, the board has decided to put off action on the superintendency. ■

— New York World-Telegram and Sun

The new board of education in New York is shown above meeting with Mayor Wagner. Seated: Max J. Rubin, president; Mrs. Anna M. Rosenberg; Mayor Wagner; Morris Iushewitz; Samuel R. Pierce, Jr. Standing: Lloyd K. Garrison; James B. Donovan, vice-president; Brendan Byrne; Clarence O. Senior. The ninth member, John F. Hennessy, was absent.

NEW BOOKS

(Concluded from page 39)

the best educational programs are to be found in the areas where well-to-do people live. She argues that important school policies relating to the elementary and high school curricula, testing and reading programs, recreation, class sizes, social services, are not directed at the people who most need them but to those who have advantages of income, parental education, and cultured family life. The author states that "in a very real sense parents are responsible for the success or failure of their children in school." The child is a product of his family and class background just as his parents are of theirs. The schools should seek the co-operation of the parents if they want to change the behavior of the students. It may be questioned, however, whether the author is correct in putting practically all of the responsibility for parental and teacher co-operation on the shoulders of the teacher. The final fault for existing conditions the author holds is with the school boards who are at the very top of the authority in school matters. More board members should come from the lower-income and labor-union groups, a situation which is correcting itself in more communities than is commonly appreciated. A valuable section of the book lists 37 ways for improving educational programs and social services which the schools render in the poorest areas of the communities. These range from the first useful recommendation that "people who understand and sympathize with the problems of lower income students should be elected to school boards," to the final suggestion that "the general feeling tone of the schools should be one of love, encouragement, stimulation, equality, rather than high pressure competition, snobbery, authoritarianism, and cold, impersonal external disciple. Yet it must not be passive, but very active, alert, aggressive. It should be soft-hearted, in short, but very hard-headed."

Who's a Good Teacher?

Paper, 54 pp., $2. American Association of School Administrators, Washington 6, D. C.

This report summarizes some of the recent research findings concerning teacher competence. Necessarily, the statement is technical in language and puts emphasis on the difficulties of finding simple and fully satisfactory answers to questions concerning the effective results of teaching, the personality differences of individual teachers, and professional improvement of teaching staffs. The sponsors of the document, which is a beautiful example of modern typography, feel that "it should help with the 'merit pay' question. We feel that a simpler analysis would have been more helpful to the layman on the school board or on a citizens' committee.

Salaries Paid Central Office School Administrators, 1960–61

Prepared by Hazel Davis. Paper, 103 pp., $1. Research Division, National Education Association, Washington 6, D. C.

This is a tabulation of salaries paid in 510 urban school districts, 30,000 to 100,000 in population. The salaries are reported, district by district, for central-office professional personnel, and includes superintendents, assistant superintendents, and other administrative and supervisory officials.

NEW PRODUCTS

CONCEALED FIRE LADDER

A concealed fire escape that resembles a drain pipe is now avalable for two and three story structures, homes, schools, and institutions. Made by the Win-Chek In-

Children Can Operate It

dustries, Moonachie, N. J., the low-cost "Safe-X-Scape," can be mounted outside any upstairs window on any building. At the flip of a catch, the "drainpipe" folds out into a full sized aluminum ladder which will support 2000 pounds. Even a child can operate it. For security, the ladder cannot be opened from the ground, but only from an upstairs window. It needs no painting, lubrication or maintenance. Write for details.

(For Further Details Circle Index Code 0201)

SPIRAL FLUORESCENT TUBE

A spiral fluorescent tube said to raise foot-candle levels and have a long life rating is a revolutionary development by the Duro-Test Corp., North Bergen, N. J. The bulb fits all existing fluorescent fixtures in sizes most commonly used for commercial and residential purposes. The "Power-Twist" bulb is a spiral with a pear-

Provides Brighter Light

shaped cross-section that provides high light output. According to manufacturers, the Power-Twist, when viewed in uncovered fixtures, creates a visual effect similar to glare-reducing louvers. Send for details.

(For Further Details Circle Index Code 0202)

PLASTIC FILM DAMPPROOFING

Dampproofing of the new Frank R. Starbuck Junior High School in Racine, Wis., was achieved by the application of a continuous layer of 4-mil polyethylene film to exterior basement walls. This plastic sheeting is a product of the Kordite Co., Macedon, N. Y. Other construction uses for this durable plastic film are: flashing for doors, windows, sills, and through walls; crawl space dampproofing; and protective tarpaulins and drop cloths for building supplies.

(For Further Details Circle Index Code 0203)

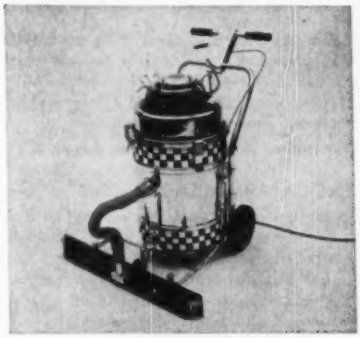
SMOKE SENTRY

A new device turns on an alarm within seconds after it "sees" the first wisp of smoke. The Smoke Sentry by the commercial division of Minneapolis Honeywell, Minneapolis 8, Minn., watches over a room or corridor with a beam of light. The unit consists of a light projector which aims a beam of light at a sensor. When the beam intensity is dimmed or interrupted by smoke, the system automatically turns on an alarm. Sensor sensitivity can be adjusted to fit lighting conditions in different areas. Projector and sensor can be from 15 to 160 ft. apart. Both operate on standard 110 v. a.c.

(For Further Details Circle Index Code 0204)

SQUEEG-E-MASTER

The Squeeg-E-Master is a new water pickup unit that drastically reduces floor scrubbing time, according to the Hillyard Chemical Co., St. Joseph, Mo. The company tests show labor savings from 50 to 60 per cent on large areas. Scrub water



Unit Picks Up Water

disappears as fast as the operator walks, leaving a 30-in. swath bone dry, ready for recoating. There is no tracking because the operator always walks on a clean, dry surface. A siphon attachment permits fast, easy draining and cleaning of tank. Send for full details.

(For Further Details Circle Index Code 0205)

FLAG POLE HOLDER

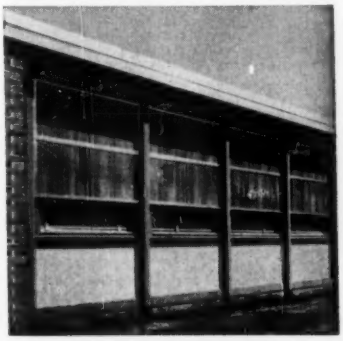
A flag pole holder which displays flags singly or in clusters, is made by Needs Corp., Jackson, Mich., Designed with a definite angle, it can be mounted on any surface, round or flat. Adjustable clamps fasten it to any diameter poles or posts. It securely holds a pole up to 1½ in. dia. and 8 ft. long. The detachable holder is of all metal, weatherproofed with cadmium plating. Send for complete details.

(For Further Details Circle Index Code 0206)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

WINDOWS WITH SUN SCREEN

A sun control device is built into the new all-weather, insulating window by Humphrey Products, Inc., Wichita, Kans. Kaiser Aluminum ShadeScreen is sealed between two panels of glass and fitted into the "Tension Sealed" aluminum frame. The aluminum screen is protected by the glass



Prevents Glare in Class

panels and provide a permanent solar heat block that prevents interior fading of furnishings and reduces room temperature by as much as 15 per cent. The ShadeScreen is made up of miniature louvers that softly diffuse light. The window will be available in all standard double-hung and horizontal sliding windows, in self-styling combinations, in fixed panels, and standard door sizes, as well as made up to custom specifications.

(For Further Details Circle Index Code 0207)

FACULTY LOCKER

A compact, heavy-duty, two-door steel locker for administrative, tecahing and coaching personnel is available from Penco Division, Alan Wood Steel Co., Oaks, Pa. This "Faculty Locker" provides two hat shelves, five coat hooks, and a hanger rod, a security compartment, mirror and towel

Has Security Compartment

bar. The locker measures 24 in. wide by 21 in. deep, by 66 in. high, including 6 in. legs. Standard colors are green, gray, and tan. Optional features are several styles of built-in locks, sloping tops, a closed base, and decorator colors.

(For Further Details Circle Index Code 0208)

LIGHTWEIGHT GYM MATS

An all-purpose gym mat by Nissen Medart Corp., Cedar Rapids, Iowa, is extremely lightweight (less than one pound

Folds for Storage

per sq. ft.) and easy to handle. Designed for tumbling, apparatus and other gym activities, the mats are made of 1½ in. polyethylene foam covered with a tough, washable vinyl covering. A rubberized fabric on the under side prevents slipping. Panel construction allows mats to be folded and stacked for storage. The mats come in colorful blue and tan, four foot sections in 4, 5, or 6 ft. widths. "Valcro" touch fasteners at the edges permit the basic sections to be joined to form any length mat desired.

(For Further Details Circle Index Code 0209)

TRANSISTORIZED COMMUNICATIONS

A new series of transistorized school communication systems incorporating a unique emergency system is offered by General Dynamics Electronics, Rochester, New York. This series incorporates a built-in battery power supply which takes over immediately when normal power fails. This emergency power feature is an extension of Stromberg-Carlson "Red Telephone" system which permits instantaneous

Built-In Battery Power Supply

cut-in to the entire system from a number of remote locations. Several models, for different school size and layout, provide for more complete audio programming, including telephone and voice communications, classroom programming, and time signalling, as well as a emergency warning system designed for Civil Defense emergency communication.

(For Further Details Circle Index Code 0210)

SNOWTHROWER

A "2-Way Snowthrower," by Jari Products, Inc., Minneapolis 8, Minn., cuts snow removal time nearly in half, with its new snowplow extensions. With the optional, clamp-on accessory a 36-inch path can be cleared instead of the machine's normal 20-inch swath. It is effective in snow up to 6 inches. Deflectors at each end of the discharge chute, throw snow downward in confined quarters or upward to 30 ft. Adjustable steel wheels permit effective op-

Cuts Snow Removal Time

eration on rough surfaces such as gravel. The snowplow will clear a 20-inch path through any consistency of snow without clogging, at a rate of up to 520 shovelsful a minute. Send for further details.

(For Further Details Circle Index Code 0211)

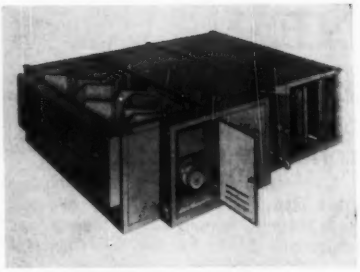
RELOCATABLE CLASSROOMS

Classrooms that can be erected in less than a week, be moved to a new location, and be expanded easily are manufactured by Panelfab Products, Inc., North Miami, Fla. Each classroom is constructed almost entirely of aluminum. Wall panels have a core of resin-impregnated kraft honeycomb permanently bonded to aluminum sheet. This honeycomb core provides full insulation. Exceptionally light and strong, the panels themselves are structural elements; no separate framework members are needed. A typical classroom is 22 by 35 ft. with exterior walls and roof finished in white baked-enamel; interior walls in pastel green with white ceiling. Send for details.

(For Further Details Circle Index Code 0212)

LARGE UNIT VENTILATOR

The Herman Nelson Audivent is a new auditorium unit ventilator by American Air Filter Cp., Inc., Louisville 8, Ky. Available for steam, hot water or electric applications, the Audivent incorporates all the important characteristics of the firm's classroom unit ventilators in large sizes for the public areas of a school, auditorium, gymnasium, cafeteria, swimming pool, etc. It can be simply converted to either immediate or future year 'round air conditioning. The ventilator features ultra-quiet operation with a safety enclosed motor and



For Auditorium, Gyms

drive. It comes in nine sizes in the low pressure range and seven in the high pressure range. Send for complete details.

(For Further Details Circle Index Code 0213)

NEW FOLLOW SPOTLIGHT

The Troupit Baby Spot, by the Strong Electric Corp., Toledo 1, Ohio, is a new incandescent follow spotlight utilizing a 1000-watt projection bulb. Designed for schools, this spotlight has a suggested operating range of from 20 to 70 feet. The Troupit comes complete with two-element lens systems, aluminized metal reflector, a floor base with casters, switch and lead cord. It has focus adjusting knob and vertical tilt locking pivot. It permits a horizontal sweep of 360°, and an upward or downward tilt of 36°. Over-all dimensions are 26⅛ in. long, 26 in. wide, and 51 11/16 in. minimum height which is adjustable upward 20 inches. Send for details.

(For Further Details Circle Index Code 0214)

TAPE FOR AISLE MARKING

Permacel 32 colored plastic tape can be quickly and easily applied with the Permacel 4F aisle marker on any clean surface. This waterproof tape has a high adhesion to wood, metal, concrete or stone surfaces. Available in a variety of colors,

Can Be Easily Applied

it is abrasion and solvent resistant. It can be used to mark off traffic lanes, dangerous or restricted areas, storage sections, gym floors, etc., or it can be diecut into special forms or symbols. Send for information from Permacel, New Brunswick, N. J.

(For Further Details Circle Index Code 0215)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

(For more information from advertisers, use postcard on page 45)

CATALOGS AND BOOKLETS

A new colorful catalog of "Kimble Laboratory Glassware" is offered by the **Kimble Glass Co.**, a subsidiary of Owens-Illinois, Toledo 1, Ohio. The 294 page book lists over 3000 items used in laboratories. Send for a copy.

(For Further Details Circle Index Code 0216)

A colorful, 24-page brochure illustrates the many storage components available for school music departments — ranging from instruments to band uniforms, sheet music, folios and accessories. Send for a free copy from **Mutschler Brothers Co.**, Nappanee, Ind.

(For Further Details Circle Index Code 0217)

A complete line of equipment designed to provide automatic temperature control of all damper-controlled, air conditioning classroom unit ventilators is described in bulletin F-10151-1 from **Barber Colman**, Rockford, Ill.

(For Further Details Circle Index Code 0218)

"Kohler Electronic Plants for Fallout Shelters," are detailed in a 4 pp. folder from **Kohler Co.**, Kohler, Wis It describes various models and sizes of Kohler generator sets suitable for fallout shelter installation and how and where to install them. Send for a copy.

(For Further Details Circle Index Code 0219)

A new line of Willab Sectional Laboratory Furniture is detailed in a new catalog, No. LF-61, offered by **Will Corp.**, Rochester 3, N. Y. The modular lab units feature chemical-resistant Colorlith counter tops.

(For Further Details Circle Index Code 0220)

Mechanized food and dish handling equipment for schools and colleges is detailed in a booklet from **Samuel Olson Mfg. Co.**, Chicago 47, Ill. Send for a copy.

(For Further Details Circle Index Code 0221)

A helpful booklet on "207 Ways to Use a Tape Recorder," is available free from the Magnecord Sales Department of **Midwestern Instruments, Inc.**, Tulsa, Okla.

(For Further Details Circle Index Code 0222)

Revised standards developed by the U. S. Dept. of Commerce on "Color Materials for Art Education in Schools," are now available from **The Crayon, Water Color and Craft Institute**, New York 17.

(For Further Details Circle Index Code 0223)

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new product section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

USE THESE CARDS

These cards are provided for the convenience of THE AMERICAN SCHOOL BOARD JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

THE AMERICAN SCHOOL BOARD JOURNAL December, 1961
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.

ADVERTISING INDEX
1210 1212 1214 1216 1217 1218 1219 1220 1221 1222 1223 1224 1225 1226 1227 1228
1211 1213 1215

NEW PRODUCTS — CATALOGS AND BOOKLETS
0201 0203 0205 0207 0209 0211 0213 0215 0216 0217 0218 0219 0220 0221 0222 0223
0202 0204 0206 0208 0210 0212 0214

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HAVE YOU SIGNED YOUR NAME AND ADDRESS?

THE AMERICAN SCHOOL BOARD JOURNAL December, 1961
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READER'S SERVICE SECTION

(Continued)

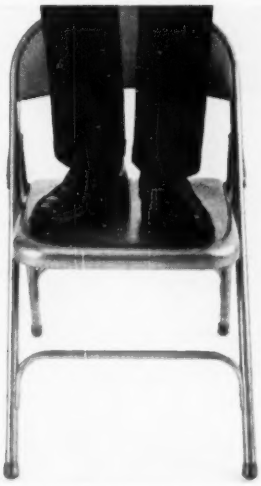
NEW PRODUCTS

CATALOGS AND BOOKLETS

Samsonite **CHAIR BUYER'S GUIDE**

HOW TO BUY A FOLDING CHAIR IN 6 EASY LESSONS

1 **STEP ON IT!** Step hard on back rest (as shown). If chair is a Samsonite, observe: contour steel back won't give an inch. No back rest made is stronger—or more comfortable!



2 **STAND ON IT!** Stand on rear of seat; lean back. If it's a Samsonite, don't worry. Samsonite chairs *never* tip over. Perfectly balanced. Amazingly strong, too. (The man above weighs 240 lbs.)

3 **"UNBALANCE" IT!** Place book or pads under leg of chair. Sit, as shown. If chair tilts or wobbles, it's not a Samsonite. All Samsonite folding chairs are *self-leveling.*

4 **"TORTURE-TEST" IT!** Lift front legs off floor; "walk" chair forward and sideways. Only super-strong construction (Samsonite's electrically welded tube steel) can take this kind of punishment repeatedly.

5 **FOLD IT!** Grasp chair back; put foot on cross brace; pull gently. Samsonite chair will fold easily. (While you're at it, place finger in seat hinge. No danger. Samsonite *safety* hinge can't pinch.)

6 **SIT IN IT!** Instantly you'll know the difference. Observe that Samsonite folding chairs are contour-designed (both seat and back rest) for maximum comfort. Good looking, too.

WANT TO KNOW MORE? For church, school, club, other group seating information, see your Yellow Pages or write: Shwayder Bros., Institutional Seating Div., Dept. AJ-12-1, Detroit 29, Mich.

Samsonite
FOLDING CHAIRS

(For more information from advertisers, use postcard on page 45)

new LIGHTNESS -- new COLOR -- new EXPANSION feature

Extremely lightweight (less than a pound per sq. ft.) and easy to handle even for youngsters, these new all purpose mats are perfect for tumbling, apparatus activities or any place where mats are used. Special "Velcro" touch fasteners on edges, allows basic 4 foot sections to be easily attached to form any length mat desired. Made with 1½" super shock absorbing polyethylene foam covered with a tough, washable vinyl covering. Rubberized fabric on under side prevents slipping. Unique panel construction allows mats to be folded and stacked for storage. Colorful blue and tan 4 foot sections are available in 4, 5 and 6 foot widths. Write for complete information.

Nissen mats "press" together to form any length mat desired.

NISSEN MEDART CEDAR RAPIDS, IOWA

world's largest manufacturer of gymnasium apparatus

(For more information from advertisers use the postcard on page 571)